

TIMELINE

RUBRIC Page 4, Bullet 1: Timeline thoroughly outlines a plan of innovation implementation.

Timeline, Table 8, below, clearly shows implementation of the requested waivers will begin in August of 2013. Employees voted to waive the 180 day timeline, 93.9% approval, and are ready to proceed with the requested innovations as soon as they are approved.

RUBRIC Page 4, Bullet 2: Evidence of very strong sense of urgency at all levels of the school district community for innovation plan.

The district began racing to innovation in 2008 with the launch of the PBE Model. As can be seen in Table 5, the district continued an expedited 180 degree paradigm shift to end up in its current position, leading innovation in the Commonwealth.

The following timeline (Table 8) clearly shows the urgency of implementing the waivers requested in this proposal and the overwhelming faculty, and staff response to the survey indicates the innovations are accepted and can be implemented in a timely fashion.

RUBRIC Page 4, Bullet 3: Evidence of significant levels of risk taking and focus on innovation.

Implementation of Performance Based Education (PBE) in 2008 was a significant risk for the district. Allowing sixth graders to participate in classes at the high school and elementary students to ride busses to the middle school for classes is risky, but the payoff has been increased test scores and students who are motivated to learn.

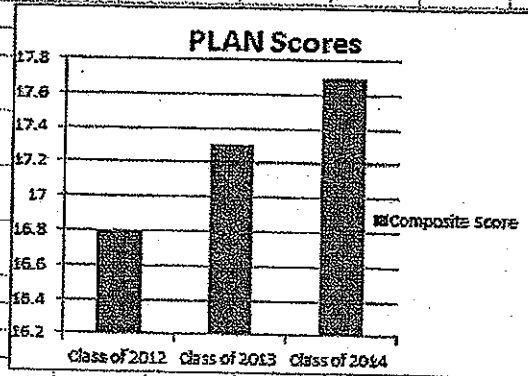
As can be seen in the TCHS PLAN/ACT Trend Data chart below, the PLAN scores have increased .9 points since the implementation of PBE. ACT scores have increased 1.2 points since the implementation of PBE. The five year data trends show increases in every subject, a clear indicator that enabling students to learn at their own pace also improves their testing outcomes.

The expeditious infusion of technology, such as the iPad Initiative into the existing classrooms and the use of this technology to deliver instruction for high levels of student learning also speaks to a focus on innovation. Further risk is demonstrated in:

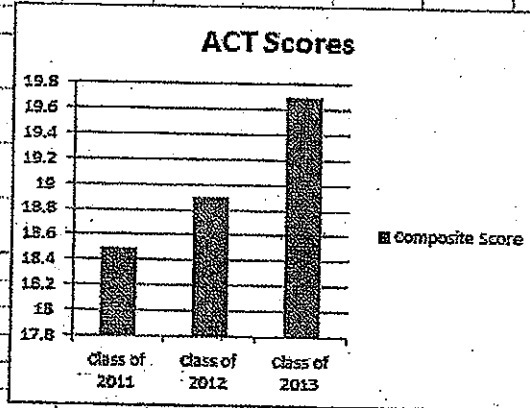
- The STARS Program (Students Teaching and Reaching Students) has been implemented in all three schools and teachers daily use STAR students to assist with instructional delivery.
- The 0% Dropout rate for four consecutive years has required the use of many risky, but effective methods to keep students in school and graduating. These methods include allowing students to work from home, begin their school day later than 8:00, and utilize the online education available from the Virtual Academy.

TCHS PLAN/ACT Trend Data

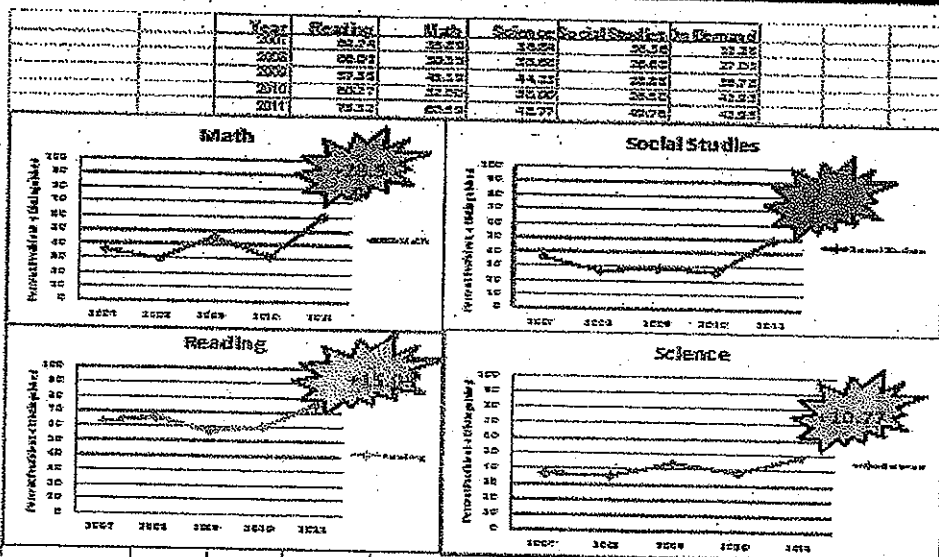
PLAN (10th grade)	Composite Score
Class of 2012	16.8
Class of 2013	17.3
Class of 2014	17.7



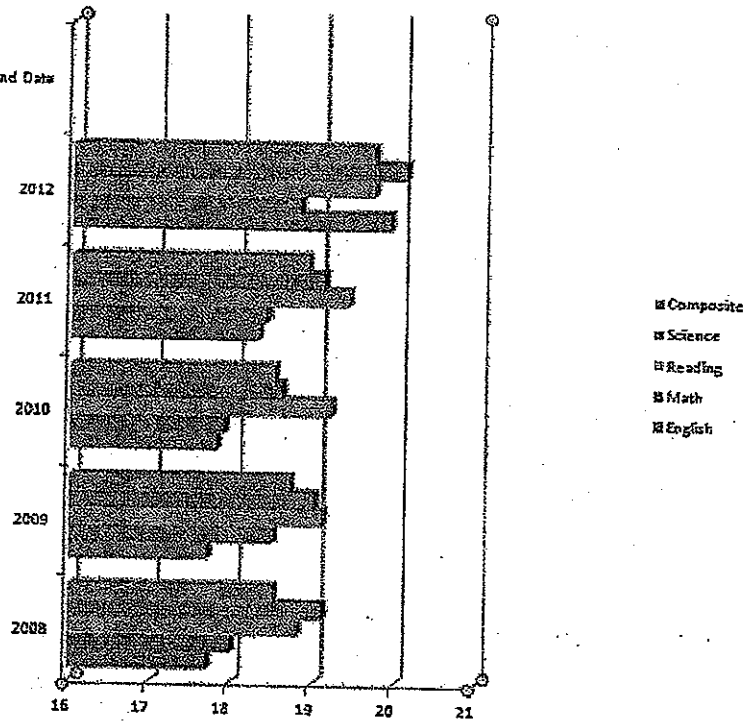
ACT (11th grade)	Composite Score
Class of 2011	18.5
Class of 2012	18.9
Class of 2013	19.7



TCHS 5-year trend data



TAYLOR COUNTY HIGH SCHOOL - Five Year Trend Data



Timeline, Table 8.	
Implementation Date	Goal
May 2013	<ul style="list-style-type: none"> • Increase the % of teachers who have used the Assess Admin module to create assessments • Increase the % of educators who have used the School & District Data Module to view key performance indicators to create reports that help make decisions impacting classroom teaching and learning • Taylor County School District will increase the number of teachers utilizing the CIITS system to enhance instruction.
July 2013	<ul style="list-style-type: none"> • Increase the % of teachers who design or publish lesson plans and use the assessment tool in CIITS • Taylor County Elementary will increase achievement for all student groups so that the achievement gap decreases from 24.7% in 2012 to 20% in 2017 as measured by the school report card. • Conduct professional development necessary to accomplish the goals of the District of Innovation application • Taylor County School District will enhance anytime/anywhere learning
August 2013	<ul style="list-style-type: none"> • Implement Waiver #1: Funding and state mandated test taking allowed upon course/grade completion. • Implement Waiver #2: Support for Early College • Implement Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications • Implement Waiver #4: S.T.E.M. Classroom of Innovation • Implement Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out
November 2013	<ul style="list-style-type: none"> • Increase the % of educators who include a CIITS strand on their Professional Growth Strategy
2014	
January 2014	<ul style="list-style-type: none"> • Increase the % of teachers who create curriculum maps through CIITS • Increase the number of teachers who were evaluated by the new statewide evaluation system • Taylor County School District will increase the % of students reaching the college/career benchmark
2015	
July 2015	<ul style="list-style-type: none"> • Increase the % of students, parents, and teachers with daily access to CIITS

DATA/ACCOUNTABILITY

RUBRIC Page 5, Bullet 1: Gives in-depth explanation for how innovation plan will improve student learning required by the accountability system.

The innovations requested in this application (Table 1) will improve student learning required by the accountability system (Table 9) because they will increase the amount of rigor and relevance in the content through continued individualized instruction, increased academic offerings, expansion of anytime/anywhere learning opportunities. They will allow students to further focus on mastery of the standards as established by the new Common Core. A detailed number of students impacted can be seen in Table 6.

The Measure of Academic Progress (MAP) is the in-house testing system Taylor County School District utilizes to determine student achievement. Testing is done three times annually and the data is reviewed by teachers and administrators, during Early Release Friday times, to determine which students are ready to be accelerated and which require additional time in a particular content area.

Allowing professionals to teach at the school, as requested in the EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver, will allow students exposure to the rigors of employment, which are different from those at school and essentially cannot be learned except from someone in the workforce or first-hand experience. EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications will allow the school to bridge the academic to the practical.

We will involve outside professionals to provide the most relevant training and allow students to explore specific career opportunities. The waiver allows us to not just prepare students for the 21st Century, but to bring those 21st Century skill sets to the students.

RUBRIC Page 5, Bullet 2: Gives in-depth explanation for how innovation plan will improve student learning NOT required by accountability system.

The requested waivers also supply students with important skills which are not a part of the accountability system. These skills are no less necessary than the technical and cognitive thinking skills for which the school will prepare them.

Located in rural Kentucky, the Taylor County School District has a large number of students who are in poverty, as evidenced by the increasing free and reduced lunch rate at the school. The district wide average for F/R students is 58.89%.

Current school F/R %:	
TCES:	66.36%
TCMS:	54.9%
TCHS:	51.61

Free and Reduced as of December 31, 2012

School:	Enrollment	Approved Free	Approved Reduced	% Free	% Reduced	Total %
as of December 31, 2012						
Taylor County Elementary	1183	641	144	54.18%	12.17%	66.36%
Taylor County Middle	623	277	65	44.46%	10.43%	54.90%
Taylor County High	872	367	83	42.09%	9.52%	51.61%
DISTRICT TOTAL:	2678	1285	292	47.98%	10.90%	58.89%

Taylor County Elementary enrollment adjusted to include 76 Preschool

Poverty has been regarded as one of the most profound conditions adversely affecting child well-being (Hauser, Brown, & Prosser, 1997; Kamerman & Kahn, 1993). In 2006, approximately 12.3% of the U.S. population, or 36 million people, lived in poverty. In particular, poverty rates for children under the age of 6 (20.7%) are significantly higher than the rates for any other age group (U.S. Census Bureau, 2007).

The barriers created by poverty have a profound effect on the student's ability to learn. These effects begin at the elementary and compound as the student moves through the school (Lee 2009). Students who have not eaten properly or at all since the last time they were at school cannot be expected to learn when their basic needs are not being met. The school attempts to correct this problem through the Backpack Program and Second Chance Breakfast.

The Family Resource Youth Services Center assists students and their families with programs designed to improve the lives of the students and meet their basic needs. The monitoring and data analysis performed by Taylor County School District during Early Release Friday (ERF) seeks to not only identify those who are at risk academically, but to identify situations at school, home, or otherwise, which may be affecting their academics.

Through discussion for this application, the SLT at Taylor County Elementary identified that the largest barrier for their children to learn was access to technology. This is due to poverty at home and limited district resources. The SLT noted, however, the curriculum was still being delivered effectively and students were learning appropriately. They further identified that students who do not have the basic necessities of life (food, clothing, and shelter) were less able to learn than their counterparts who did not have these issues to deal with daily. In a recent report, The Learning Connection, Dr. David Satcher notes, "As you will see in this report, healthier kids perform better on tests, are more focused in class, behave better, are absent less and have higher self-esteem."

Teachers find it extremely difficult to work with students who they want to help, who do not have basic necessities. The teachers find it is difficult to get students to focus on content when their basic needs are not being met. The teacher, often the only stable adult some students are exposed to, cannot teach life skills as well as content. Teachers identified issues some students have not learned: dressing themselves, personal hygiene and cleanliness, food choices, food preparation, conversing with adults.

The SLT described how a paradigm shift has occurred over the last twenty years where the school, in some circumstances, is not only responsible for teaching academics, but is also responsible for teaching students how to become adults and effectively raising the child. The question remains "If the school doesn't teach them basic life skills, who will?"

Taylor County Elementary will seek to utilize EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver to work with outside entities such as the Campbellsville University Carver School of Social Work to teach classes to students concerning life skills. Campbellsville University is rich in resources to assist students who need these skills in order to prepare them for school, and eventually college and career.

According to the U.S. Census Bureau the median income per household from 2007-2011 for Taylor County residents was \$35,054 compared to a state average of \$42,248. Those persons below poverty for that same period were 21.4% in Taylor County as compared to 18.1% statewide.

The district has a number of students who are the sole source of income for their families, which often times will include extended family. Generational poverty in this area has become accepted by some families and those students who wish to break the cycle of generational poverty must gain employment which often makes attending school difficult. Anytime/anywhere learning, as enhanced by the requests in this proposal will enable the school to offer courses to students who work during normal school hours.

The ability to adapt to the needs of every student will contribute to the success of those students who are working to break the cycle of generational poverty. These students realize education is the answer to breaking the cycle but must meet basic human needs before education can become a priority.

Barriers: Rural Geography

Taylor County School District serves a student population in the center of Kentucky, and therefore, does not have access to many opportunities as would students who live near a metropolitan area. For example, high school students have limited choices for college and vocational classes because they must be offered at Campbellsville University, online, or at the local vocational school.

However, resources exist in the community to overcome these barriers. Taylor County School District must be allowed to utilize community experts who can relay real world information and skills to our students, in an instructional atmosphere, without obtaining Kentucky Teacher Certification or Vocational Certification, as requested in Waiver #3 EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications.

RUBRIC Page 5, Bullet 3: Student learning and performance will be comprehensively measured by multiple sources of evidence/data.

Taylor County School District will utilize the PLAN, K-PREP, End of Course Assessments, ACT, Explore, Common Assessments, and Successful Transitions to Life scores (Table 9) and data to determine the successes and failures of these waiver requests.

Student performance will be measured utilizing both formative and summative data. The formative testing will include informal methods such as daily assessments to determine comprehension and provide the instructor with feedback to determine if the course was effectively taught by the teacher and retained by the students. The data gained from formative assessments will guide instruction from day to day and provide valuable input to teacher performance and student achievement.

Summative data will include the battery of tests in Table 9 below. These tests enable the district to make school level changes, and evaluate the larger program being taught and methods of delivery.

RUBRIC Page 5, Bullet 4: Uses detailed comparison and/or trend data to evaluate student learning and improve student learning.

Taylor County School District will continue to utilize and evaluate PLAN, K-PREP, End of Course Assessments, ACT, Explore, MAP, and Successful Transitions to Life Data to evaluate and continuously improve student learning.

Testing Mechanisms, Table 9

Testing Mechanism	Results
EXPLORE	Designed to help eighth graders explore a broad range of options for their future. EXPLORE evaluates students not only for their high school coursework, but for their post-high school choices as well.
PLAN	Helps tenth graders build a foundation for future academic and career success and provides information needed to address school district's high-priority issues. PLAN is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options and make plans for the remaining years of high school and post-graduation years.
ACT	Tests assesses eleventh graders' general educational development and their ability to complete college-level work.

COMPASS	Evaluates students' skill levels in Reading, Writing, and Mathematics and formulates data which will enable students to determine possible career paths and take appropriate college preparatory classes.
End of Course Assessments	Assessment to identify if students have mastered content in a specific core content area.
MAP	Measures of Academic Progress tests are given three times during the school year. The MAP test is a computer based test. The difficulty of the test is adjusted to the student's performance. The difficulty of each question is based on how well the student has answered all of the questions up to that point.
K-PREP	Assessment for grades 3-8 is a blended model built with norm referenced tests and criterion referenced test items which consist of multiple-choice, extended response, and short answer items.
AIMS-Web	Measures overall performance of ken foundational skills at each grade level and draws upon scientific research to demonstrate accurate prediction of reading and math achievement.
Common Assessments	Teacher produced tests used in the PBE system to measure the level of student proficiency and determine whether or not to accelerate.
Successful Transitions to Life	Utilizes interviews of last year's graduating class to determine their successes and failures and address those with current Seniors.

RUBRIC Page 5, Bullet 5: Excellent assessment system, aligned with learning expectations, will yield reliable, valid and timely information.

The combination of regular testing throughout the year and the availability of Early Release Fridays (ERF) to disseminate and evaluate data, as well as Data Team training through the Green River Regional Educational Consortium will enable valid and timely review of information. The existing Data Team continues to train additional teachers to correctly obtain and analyze data.

RUBRIC Page 5, Bullet 6: Comprehensive support systems, using student data/results is evident and allow for continuous measuring for effectiveness.

The district will utilize detailed comparisons and trend data from MAP testing conducted three times annually, as well as AIMS-Web to evaluate student learning. The district will utilize Response to Intervention (RTI) and "Taylor Made" systems of intervention to improve student learning.

Continuous improvement is driven by both a top down and bottom up approach to improvement. ERF time is weekly used to review student data and make changes in how education is delivered to each individual student.

Taylor County School District is the only Pre-K thru 12 Performance Based district in the Commonwealth. The district has utilized both summative and formative assessments to develop criteria and guidelines which enable students to accelerate. The following tables summarize

acceleration for the district and at each school individually. The district continues to have success with this model, however, as students accelerate, the district and the state must address their needs for further education, to either stay at the school or be allowed to move on to college and career. The requests in this application pave the way for students to accelerate, graduate, and proceed with their future.

Current Taylor County School District Students Accelerated

TCES – 182 students (current school enrollment 1182) 11.6% accelerated in at least one area 4.9% accelerated in more than one area	TCMS – 230 students (current school enrollment: 627) 20.2% accelerated in at least one area 16.4% accelerated in more than one area
TCHS – 240 students (current school enrollment: 878) 35.7% accelerated in at least one area 27.9% accelerated in more than one area.	To date for 2012-13: ▶ 24.26% of students have been accelerated.

Taylor County Elementary School 2012 Student Acceleration by Grade

Grade	Reading	Math	Language Arts	Science	Social Studies	Total
Kindergarten	10	10				20
Grade 1	9	6				15
Grade 2	22	24	12	12	12	82
Grade 3	17	27	10	10	10	74
Grade 4	36	27	27	27	27	144
Grade 5	35	28	28	28	28	147

TCES has four second-graders who take fourth-grade math and two third-graders who take fifth-grade math and reading. They also have two fourth-graders going to the middle school for sixth-grade math.

Taylor County Middle School 2012 Student Acceleration by Grade (updated 2/6/13)

Grade	Language Arts	Math	Foreign Language	Fine Arts	Social Sciences	Physical Ed.	Total
6-8	202	140	19	32	1	3	397

Taylor County Middle School 2012 Student Acceleration by Class

Course	# Participants
Language Arts	40 Grade 6 Reading 35 Grade 7 Reading 42 Grade 8 Reading 10 Skills for Health 7 Grade 7 Writing 6 Grade 8 Writing 3 High School English I 57 High School Honors English 2 Creative Writing
Mathematics	24 Grade 6 Math 31 Grade 7 Math 38 Pre-Algebra 35 Algebra I 1 Algebra 2 10 Accelerated Geometry 1 Personal Finance
Foreign Language	17 Spanish I 2 Spanish II
Fine Arts	1 Percussion Ensemble 2 Music Appreciation 3 Art Appreciation 2 Media Literacy 23 Accelerated Art 1 High School Band
Social Sciences	1 Psychology
Physical Education	3 Conditioning

Taylor County High School 2012 Student Acceleration by Class

Grade	Language Arts	Math	Science & Technology	Foreign Language	Virtual Campus	Social Studies	Total
9-12	238	124	29	4	4	178	577

Taylor County High School 2012 Student Acceleration by Class

Course	# Participants
Language Arts	111 English 73 AP English III 54 AP English IV
Mathematics	77 Math 26 AP Calculus 21 AP Statistics
Science & Technology	21 Science 8 Environmental Science
Foreign Language	4 AP Spanish

Virtual Campus	23 College Now courses for accelerated students
Social Sciences	3 Social Studies 47 AP US History 52 AP World Civilization 76 AP Government

Taylor County High School Students

- 18 students taking classes at Campbellsville University
- 10 students completed the State Registered Nurse Assistant (SRNA) Course at Campbellsville University and obtained their license
- 3 students are currently enrolled in the evening SRNA course at Campbellsville University
- 298 students enrolled in AP Courses
- 220 students will take AP exams in May
- 101 students enrolled in Honors Courses
- 105 students enrolled in Dual Credit Courses

The Class of 2013 (updated 2/6/13)

- 97 Graduates have earned a combined 1000 college hours
- 25 Graduates each have over 27 college credit hours
- Total Savings to parents = \$300 hour X 1000 hours = \$300,000

Taylor County Schools Virtual Program

- Presently serves 473 students
- 200 enrolled in Apex
- 219 enrolled in Novel Stars
- 32 enrolled in JCPS eSchool
- JCPS College NOW
 - 7 completed
 - 10 enrolled
 - 5 waiting to begin

The Virtual Program is essential to enable the district to provide both individualized education and anytime/anywhere learning for our students.

The Virtual Program also enables the school to enroll adults who are only a few credits away from graduation and want to earn their diploma. Currently there are seven adults enrolled in the program and one who has already graduated. The program allows adults to pursue their remaining credits from their home, online. The district receives no compensation from ADA funds but is paid by the sincerity and appreciation of the adults who are able to meet, for some, a lifelong goal.

Taylor County School District

EXPLORE, PLAN, ACT

Class 2009-17

EXPLORE	Benchmarks	Fall 2006 (class of 2011)	Fall 2007 (class of 2012)	Fall 2008 (class of 2013)	Fall 2009 (class of 2014)	Fall 2010 (class of 2015)	Fall 2011 (class of 2016)	Fall 2012 (class of 2017)
Composite	16.3	15.2	15.2	15.6	15.9	15.1	16.8	15.5
English	13	13.9	14.5	14.6	14.5	13.8	15.2	15.2
Math	17	15.1	15.1	15.2	15.5	15.8	15.9	15.3
Reading	15	14.8	15.1	14.9	14.6	14.1	14.9	14.4
Science	20	16.5	16.5	17.1	16.6	16.1	16.5	16.6

PLAN	Benchmarks	Fall 2006 (Class of 2009)	Fall 2007 (class of 2010)	Fall 2008 (class of 2011)	Fall 2009 (class of 2012)	Fall 2010 (class of 2013)	Fall 2011 (class of 2014)	Fall 2012 (class of 2015)
Composite	18	17.2	17.1	17.2	16.8	17.3	17.7	17.5
English	15	16.3	16.2	17.0	16.1	16.1	17.1	17.4
Math	19	17.4	17.2	16.8	16.6	17.3	17.4	17.1
Reading	17	16.4	16.6	16.4	16.5	17.0	17.3	17.0
Science	21	18.1	17.9	18.0	17.5	18.3	18.7	18.4

ACT	Benchmarks	Spring 2008 (class of 2009)	Spring 2009 (class of 2010)	Spring 2010 (class of 2011)	Spring 2011 (class of 2012)	Spring 2012 (class of 2013)	Spring 2013 (class of 2014)	Spring 2014 (class of 2015)
Composite	24.3	18.5	18.7	18.9	18.9	19.7		
English	18	17.7	17.7	17.8	18.3	19.9		
Math	22	18.0	18.5	17.9	18.4	18.8		
Reading	21	18.8	19.1	19.2	19.4	19.7		
Science	24	19.1	19.0	18.6	19.1	20.1		

bold numbers met benchmark scores

The above table further shows how scores for EXPLORE, PLAN, and ACT continue to improve at the high school. The school will continue to improve education delivery in order to meet and eventually exceed all benchmarks.

The following table shows the number of students who were failing at the beginning of PBE implementation in 2008 and the number now in the 2012 school year. This reduction in student failures can be attributed to the implementation of PBE, hiring of the Dropout Prevention Coordinator, and implementation of a board policy which eliminates giving students a zeros

Comparison from 1st 9 Weeks 2008 to 1st 9 Weeks 2012, Student Failure Data

Grade	% Failure 2008	% Failure 2012
9	3	1
10	4	0
11	5	1
12	2	1

The above data shows that while the number of students who are taking the more rigorous AP and College courses has increased since the implementation of PBE, the number of students failing has dramatically decreased.

Preparation for college and career readiness is completed through students taking actual college courses from the local University or online through the Virtual School.

RESOURCES

RUBRIC Page 6, Bullet 1: Detailed and focused description of how human, fiscal, and physical resources will be utilized by the innovation plan.

Human:

All employees of Taylor County School District are considered teachers. The custodians daily teach students how to maintain a positive attitude, the importance of thoroughly completing a job, and the importance of listening to direction. Employees of the school district may be utilized in multiple capacities from teaching students to read to programming and placing covers on 800 new iPads. The district employees are teachers foremost and have other duties as assigned by the Superintendent. There few positions which serve only one job function and all employees are cross trained to perform a number of different job functions.

All district personnel will be utilized to effectively advance the innovation efforts requested in this application. A total of two teachers, one Math and one Science, will volunteer to participate in the S.T.E.M. Classroom of Innovation and will provide input on the final design of this project.

Personnel will continue to utilize the Early Release Friday to analyze data generated from this project and to determine modifications which need to be made to make the program more effective. Detailed numbers of students impacted are shown in the Student Service Plan, Table 6. Personnel utilization is further described below in Table 10.

Fiscal:

The financial resources continue to decrease, as with all public education funds, and so the fiscal and human resource capital must be utilized efficiently. The waivers requested in this application will enable the school to maximize its ADA funding opportunities, and, most importantly, provide the individualized education our students need.

The total cost to accomplish the goals of this application, as referenced in Table 2, is \$54,450. These funds are already budgeted for as part of the individual School Improvement and District Improvement Plans.

Physical:

Taylor County School District has spent over one million dollars over the last two years to place new technology in the hands of the students and the teachers. This technology is essential and must mirror the technology which will be used in a college and career setting. Increases in funding will allow the district to increase its investment in technology.

The district has implemented a 1:1 iPad Initiative in the high school with options for additional iPads in lower grades. The district has engaged the Department of Education to increase the bandwidth the school receives in order to accommodate this broad use of technology.

In order to implement the S.T.E.M. Classroom of Innovation, the district will utilize existing classrooms equipped with dividers which will be opened providing space for 48 students and two teachers. The district has adequate space available to accommodate expansion of this classroom.

Taylor County School District's PBE requires that school busses move from school to school continuously throughout the school day as accelerated students move between schools. In order to accommodate the two hours the S.T.E.M. Classroom of Innovation operates, students would utilize the existing busses moving between buildings to arrive at the location of their S.T.E.M. Classroom of Innovation.

Current technology at the school, and bandwidth, are adequate to address the goals of this application.

RUBRIC Page 6, Bullet 2: Plan clearly describes how district personnel will be utilized effectively to advance innovation efforts.

As can be seen in Table 10 below, district personnel are available and many have already agreed to participate in the requested changes, they believe in the vision of the school and doing what is necessary to improve the lives of our children.

RUBRIC Page 6, Bullet 3: If appropriate, plan clearly and specifically established a process to assign professional and support staff based on student learning needs and outcomes.

All of the waiver requests in this project will utilize existing teachers and staff who will continue to fulfill their normal operating duties. Staff can be redirected as needs arise but the current evaluation we have conducted has determined we have the personnel in place to quickly adapt to these new projects.

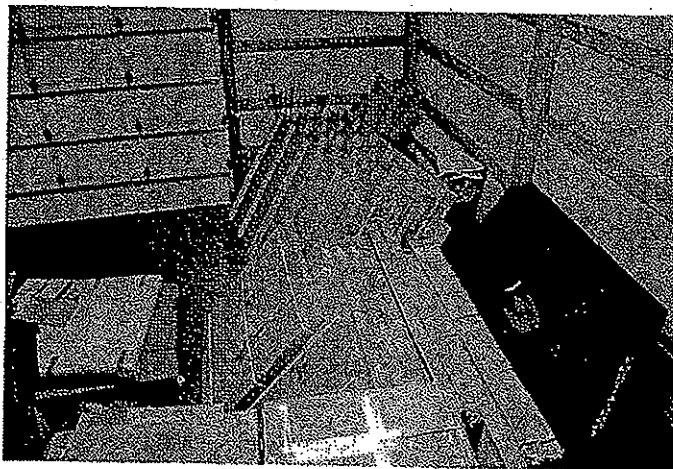
The current plan for the S.T.E.M. Classroom of Innovation is to assign one Math and one Science teacher to the classroom. Through the thorough collection of data, adjustments will quickly be made if it is determined that further resources such as additional teachers or staff need to be directed to the classroom to fully implement the project.

Teachers at the Elementary, Middle, and High school have already agreed to participate in the S.T.E.M. Classroom of Innovation experiment.

RUBRIC Page 6, Bullet 4: Thorough discussion of how budgetary planning and sufficient resources are employed to ensure effective implementation of innovation plan.

Taylor County School District has invested over \$1,000,000 in technology over the past four years and recently received an additional \$1,000,000 donation of electronics (including smart boards, projectors, speakers, etc.) which has greatly improved the technology the district needed to prepare them for the 21st Century.

School	Active Boards	LCD Projectors	Document Cameras	Student Response Systems	Computer Labs	Sound Systems in classroom
TCES	ALL Classes	ALL Classes	ALL Classes	ALL Classes	3 with 89	0
TCMS	ALL Classes	ALL Classes	ALL Classes	ALL Classes	3 with 91	19
TCHS	ALL Classes	ALL Classes	ALL Classes	ALL Classes	8 with 174	23
Total	ALL Classes	ALL Classes	ALL Classes	ALL Classes	14 with 354	42



To the left, pictures of some of the two semi-trailer loads of electronics donated to the school district. The equipment included smart board, document cameras, speakers, and equipment for students with sensory disorders such as Autism.

Well thought out and planned budgeting of funds has enabled the district to have infrastructure in place to adapt to changing opportunities. The district has more than adequate technology and physical space which has placed the district in a position to implement the objectives of this application.

Human Resources in the form of teachers and administration are explained in Table 10 below. Through the use of the technology mentioned in the chart above, employees of the district are adapting to new forms educating students and providing them with opportunities to learn outside of the formal school building. Employees at all levels embrace technology and understand that its utilization is essential for progressing the school and making students college and career ready.

For example, when all teachers in the district received an iPad to use for instruction they were given one month to familiarize themselves with the iPad and identify ways to improve student instruction with the device. Each teacher then had to write a proposal to Superintendent Cook for how they would utilize the device and how it would improve their ability to provide instruction. Teachers accepted the challenge, adapted to the technology, infused it into their instruction, and provided Mr. Cook with written plans for how they were going to improve instruction.

RUBRIC Page 6, Bullet 5: If appropriate, plan fully established a process for providing facilities, services, and/or equipment/technology for successful implementation of innovation plan.

As described, the district has facilities, personnel, services, and equipment/technology necessary to quickly and efficiently implement the waivers requested in this application, per the timeline.

District Personnel Utilization Plan, Table 10.		
Waiver	Personnel	Objective
Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.	Central Office Principals Counselors Information Technology Teachers Attendance Clerks	<ul style="list-style-type: none"> • Accurately account for their course/grade completion when requesting funding • For Dual Student: • Maintain active contact with College/University Representatives
Waiver #2: Support for Early College	Central Office Principals Counselors Teachers	<ul style="list-style-type: none"> • Maintain continuous contact with Campbellville University to maintain current hourly rate for classes • Utilize University resources for classes outside of the spectrum which can be offered by school and community resources • Educate parents about the cost effectiveness of utilizing KEES funding now instead of in a college/university setting • Monitor repayment of loan funds
Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	Central Office Principals Counselors Teachers	<ul style="list-style-type: none"> • Develop detailed certification process for utilizing outside professionals • Maintain contact with business, industry and community professionals to identify new skills needed in the local employment sector • Continuously align subject matter to meet the common core standards
Waiver #4: S.T.E.M. Classroom of Innovation	Central Office Principals Teachers Students Transportation Information Technology	<ul style="list-style-type: none"> • Determine an appropriate cross section of students to participate in the program. • Select volunteer teachers to participate in the program. • Select location within the district where students will be located daily. • Ensure transportation is available. • Ensure appropriate technology is available.
Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out	Central Office Principals Teachers Dropout Prevention Coordinator	<ul style="list-style-type: none"> • Work with at-risk students to identify alternative course work which is consistent with the student's Individual Education Plan

OUTCOMES FOR LEARNING

RUBRIC Page 7, Bullet 1: Focused and thorough description of how the innovation plan will lead to greater improvement in student learning.

This innovation plan will lead to greater improvement in student learning because it further individualizes a student's learning plans and will help continue Taylor County School District's mission and vision of creating the ultimate anytime learning, anywhere experience. The district has already enjoyed success with the current precepts of Performance-Based Education already in place.

- TCSD moved from tier consequences to one of only 22 districts in the Bluegrass that met Average Yearly Progress (AYP) in 2010-2011.
- The district is presently finishing its fourth straight year with zero dropouts.
- The 2012 ACT composite of 19.4 is among the highest in the region.
- Five year trend for Taylor County High School shows an increase in students scoring proficient/distinguished:
 - 28.5% in math
 - 23.25% in social studies
 - 15.05% in reading
 - 10.77% in science
- Taylor County School District is currently one of only 35 proficient districts overall after last year's first round of K-PREP assessments.

The Funding and state mandated test taking allowed upon course/grade completion will enable students to complete assignments, progress through the curriculum accomplishing standards at their own pace, at times which fit their schedule. This request will enable students to take assessments as they finish course work, when the content has just been learned and the students are best able to apply the material. Currently students who are accelerated cannot take their test when they finish their class and often times must wait weeks or months. Providing testing after course completion gives a better determination of knowledge retention and further justifies the decision to accelerate.

The Support for Early College waiver will allow students to begin college level classes with the support network to address the cognitive, physical, emotional, and social needs of post-secondary students.

The EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver will allow us to better utilize industry professionals and infuse our curriculum with the nuances of the world-of-work. This waiver will allow the district to further customize education by selecting instructors based on the needs of students. The waiver will further allow students to experience work in any area to make a sound determination of their future path in life.

The S.T.E.M. Classroom of Innovation provides students to learn at their pace, in their style of learning with immediate feedback and assessment. Improved student learning will come from

students identifying the way they prefer to learn when a number of options are presented to them. This classroom will further customize their education as well as make them responsible for the method they choose. Taking ownership of their education, and for their decisions, will improve student learning.

The Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out waiver will allow the district enhanced ability to meet student needs and continue the 0% dropout rate at the school. Customized education is essential for students at risk of dropping out. This waiver will allow the district to focus students' attention on coursework which is relevant to their future career or interests, leading to increased student learning.

The goal of the entire proposal is to individualize student learning, enable students to take responsibility for their education, and provide the technology and opportunities necessary to allow that individualization.

RUBRIC Page 7, Bullet 2: Exceptionally reflects a commitment to equity and demonstrates an appreciation for diversity, particularly for special populations.

Again, offering an individualized learning plan for ALL students is indicative of the district's commitment to equity and attention to the needs of special populations.

Current Exceptional Child Education (ECE)

School	ECE Students	Total Students
TCES	145	1191
TCMS	59	625
TCHS	75	876
	279	2678

The district's plan will enable greater participation of children in the ECE department through the S.T.E.M. Classroom of Innovation. The classroom will provide the opportunity for them to collaborate with other children and learn from them. Students in the ECE Department are accelerated when appropriate and can fit in to the model of this innovation. The classroom also offers a valuable opportunity for students to interact with children in the ECE department and realize there are more similarities than differences.

The district maintains a commitment to equity and appreciation for diversity through the programs it offers to enable students to graduate, which has led to four straight years of 0% dropouts. The programs require a range of opportunities which enable students to continue to learn while working through circumstances in their life which, without innovative and individualized education, would have made them a dropout statistic.

Support for Early College and Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out waivers focus on the needs of low income and at-risk students.

The district will enhance its delivery of education to students in poverty through the Support for Early College and Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out. These two innovations will allow students, some of whom are the only income producers for their family, to be employed and continue to attend school, because they can attend school around the hours of their employment.

RUBRIC Page 7, Bullet 3: Systematically addresses educational opportunities for all students.

Waiver	# Students Impacted
Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.	All 2,678
Waiver #2: Support for Early College	All Middle and High, 792
Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	All 2,678
Waiver #4: S.T.E.M. Classroom of Innovation	48, but will eventually be an option for all students
Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.	All high school students, 876

Some waivers will currently impact only higher level students, but, eventually, the education of all students will be improved by changes these waivers request.

Examples of Individualized Learning:

TCES

The example student at TCES begins his day in a homeroom class with his peers. Throughout the day he will move to the Middle school for 6th grade Reading and 8th grade Math via the bus which runs between students at the Elementary and Middle School. Next year he will be a 6th grader, taking Freshmen Algebra.

TCMS

The example student at TCMS, the [REDACTED], begins his day at the High School in an advanced Geometry class. He walks back to the Middle School and participates in an online course and two advanced 8th grade classes to finish the day. He has been accelerated since Kindergarten and will complete his required High School course work near the end of his Sophomore year.

Following completion of the courses required for graduation he will be able to take college classes at Campbellsville University, or online via the Virtual Academy. He has a number of electives he can take and regularly helps administration with audio/video productions.

TCHS

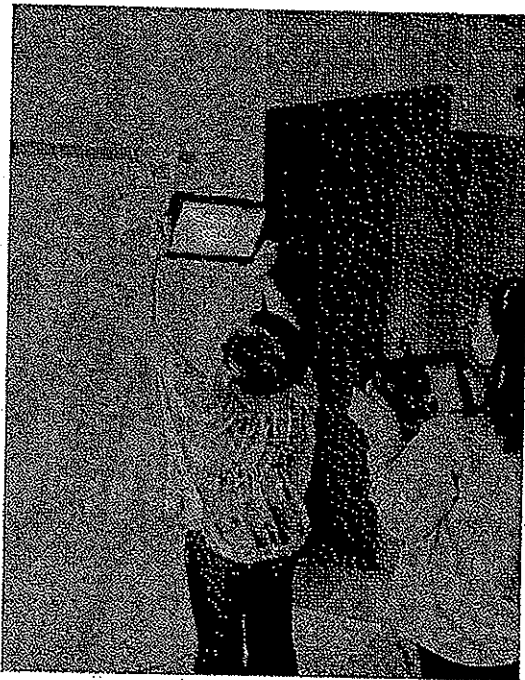
The example student at TCHS became pregnant during the end of her Junior year and with an impending birth decided to drop out of school. She met with the Superintendent who told her "I can't stop the baby from coming, that's going to happen, but I can stop you from dropping out of school". The Superintendent provided the young lady with a computer and home Internet access. The baby was born and the mother continued to keep up with her studies and graduated on time.

Two years later the mother of that student met Mr. Cook outside his office and thanked him for what he had done for her daughter. She proudly told him that her daughter had made the Dean's List at the Campbellsville University School of Nursing.

These life changing experiences are the hallmark of what individualized education can do for all students. Individualized learning removes the barriers to education and allows the district to customize education to meet the needs of any student.

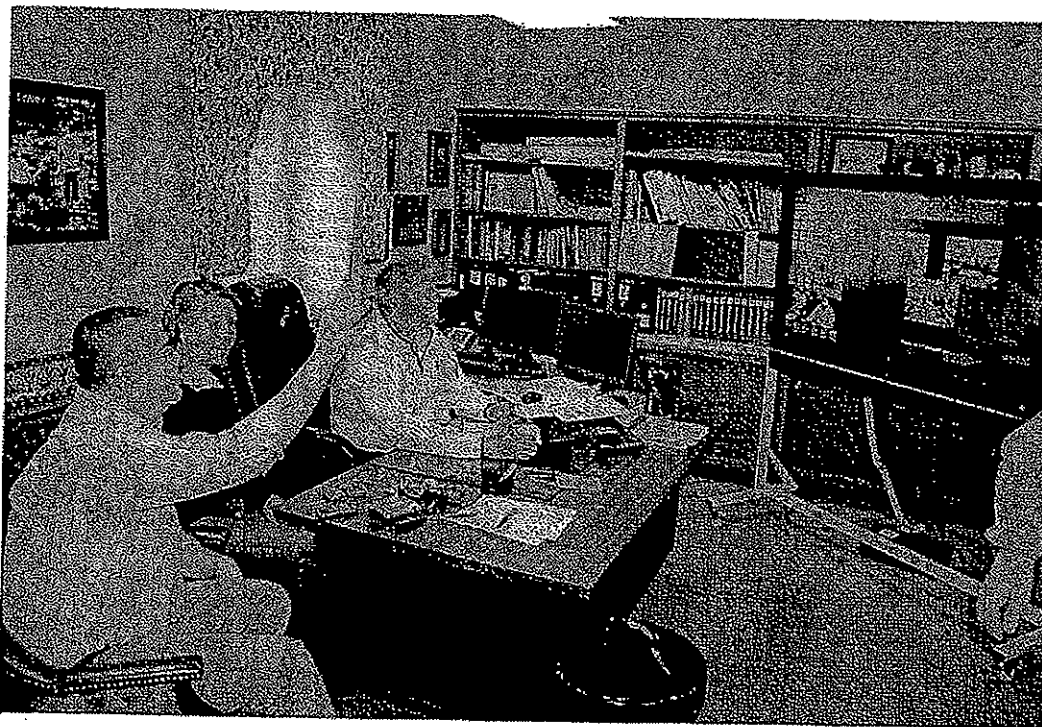
RUBRIC Page 7, Bullet 4: Plan provides a focused description of non-traditional learning opportunities.

The non-traditional learning opportunities outlined in this application, specifically Tables 2 and 5, will provide unlimited experiences through expanded course offerings, flexible scheduling, a greater connection to college and career readiness expectations and an enhanced passion for educational excellence at all levels.

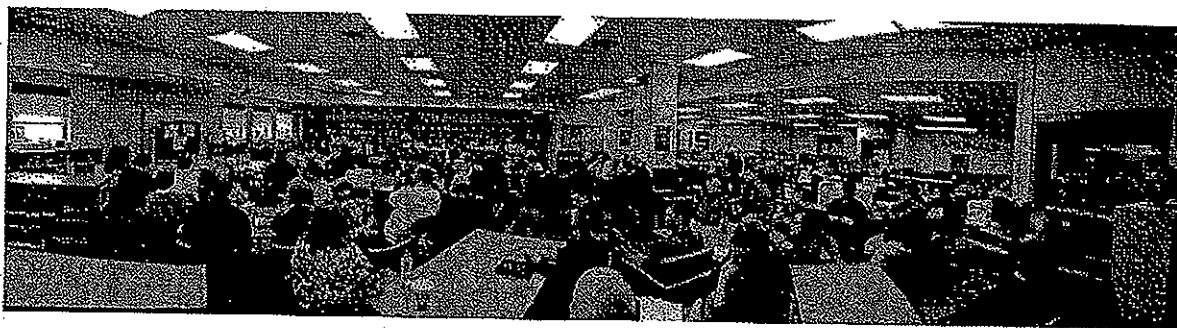


A non-traditional question needs a non-traditional answer:

Students at Taylor County Elementary utilize iPads for a scavenger hunt through the school. The students download a QR Code Reader App and follow the directions from each code to move throughout the building. This type of non-traditional learning, developed by teachers, and utilizing technology provided by the district, is essential to prepare students for real world situations.



Above: Superintendent Cook addresses all three schools from his office via the Mondo Board. The topic of discussion was the District of Innovation application. *Below:* Faculty and staff at the High School viewing Mr. Cook's presentation.



Teachers now have access to a number of Mondo Boards which enable them to connect with other teachers and students around the world and work interactively to learn about new cultures and places.

**Communication Plan
(Table 11)**

Students:

- TCHS students participated in a mandatory writing exercise to address what innovations they would like to see at their school.
- Students will be exposed to the innovations through the school's website, selection process for the S.T.E.M. Classroom of Innovation, through school counselors for the Support for Early College, through their teachers for the EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications portion, and through the Dropout Prevention Coordinator for the Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.

Parents and Families:

- Parents and families will receive information regarding the innovations through the District Parent Advisory Council meetings (DPAC), minutes of the school board and SBDM meetings as published in the local paper, and through press releases put out by the district which highlight the accomplishments of the school.
- Parents will also be involved in discussing with their children the S.T.E.M. Classroom of Innovation and determining their child's interest in that innovation.
- Parents will also be involved as they participate in the EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications and are able to bring their practical knowledge from the outside world to the classroom.

Faculty and Staff, teachers, teacher organizations:

- All faculty and staff voted to proceed with the application through an online survey which presented each waiver individually as it was written in the application. Staff have also provided input through a number of school specific and district wide meetings.
- Many teachers participated on either the DLT or SLT and have discussed the project with their colleagues.
- The KEA representative for the district has been actively involved since the beginning of the process.

Community Based Organizations and other educational partners:

- Taylor County School District hosts, quarterly, the Kentucky School/Business Partnership which brings together community, business, industry, and University representatives to discuss improvements the school can make to address the needs of employers in the area. The Waiver #1: Funding and state mandated test taking allowed upon course/grade completion and Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver requests are designed based on input from those individuals.

MONITORING PLAN, Table 12			
Data Source	Rational for selection of data source	How the data source will be used in relation to proposed plan?	How the data source will be reviewed over 5 years to gauge implementation success?
EXPLORE	Provides opportunity for students to explore career options and select classes necessary for their field.	<p>Waiver #2: Support for Early College</p> <p>Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications</p>	Analyzed to determine how many students took the classes necessary to prepare them for their field of employment.
PLAN	Enables students to measure their current academic progress. Consistent testing in the 10 th grade provides regular and accurate data.	<p>Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.</p> <p>Waiver #2: Support for Early College</p>	Analyzed to determine student acceleration.
ACT	Used as the standard across the nation by schools and universities.	Waiver #2: Support for Early College	Analyzed to determine if innovations have had impact on overall ACT score.
COMPASS	Enables students to determine possible career path and select appropriate classes.	<p>Waiver #2: Support for Early College</p> <p>Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.</p>	Analyzed to determine how many students took the classes necessary to prepare them for their field of employment.

End of Course Assessment	Identifies if students have mastered content in a specific area.	<p>Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.</p> <p>Waiver #4: S.T.E.M. Classroom of Innovation</p> <p>Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.</p>	Analyzed to determine student acceleration.
MAP	In-house testing used to determine student mastery of content.	<p>Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.</p> <p>Waiver #2: Support for Early College</p> <p>Waiver #4: S.T.E.M. Classroom of Innovation</p>	Analyzed to determine student acceleration.
K-PREP	Assess the preparedness of grades 3-8 for high school course work.	Waiver #4: S.T.E.M. Classroom of Innovation	Analyzed to determine student mastery of content.
AIMS-Web	Used to determine predictions of reading and math achievement.	<p>Waiver #4: S.T.E.M. Classroom of Innovation</p> <p>Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out</p>	Analyzed to determine student mastery of content, especially reading proficiency at 3 rd grade.

ATTACHMENTS

Attachment #2

Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.

702 KAR 7:125. Pupil attendance.

RELATES TO: KRS 157.320, 157.350, 157.360, 158.030, 158.070, 158.100, 158.240, 159.010, 159.030, 159.035, 159.140, 159.170, 161.200. STATUTORY AUTHORITY: KRS 156.070, 156.160, 157.320, 158.070. NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.320 defines average daily attendance of pupils for funding purposes under the Support Education Excellence in Kentucky (SEEK) Program. KRS 157.360 bases SEEK funding upon average daily attendance. KRS 158.030, 158.100, and 159.030 establish the age for compulsory school attendance. KRS 158.070 defines the school term. KRS 158.240 and 159.035 define attendance credit for moral instruction and 4-H activities. KRS 161.200 requires attendance records to be kept by teachers. This administrative regulation establishes a uniform method of recording pupil attendance.

Section 1. (1) Daily attendance of pupils in elementary schools shall be determined by taking attendance one (1) time each day prior to the start of instruction and maintaining a student entry and exit log at each school.

(2) Daily attendance of pupils in middle and high school shall be determined by taking attendance by class period and maintaining a student entry and exit log at each school.

(3) The student entry and exit log shall include the date, student name, grade or homeroom, time of late arrival, time of early departure (with the reason for both listed) and other information required by the local board of education. For elementary students who are signed out, the student entry and exit log shall also include a signature of:

(a) A parent;

(b) A legal guardian; or

(c) An adult with proof of identification and for whom the school has received a written authorization from the parent or legal guardian.

(4) Pupils shall be physically present in the school to be counted in attendance except under the following conditions:

(a) The pupil is a participant in a co-curricular instructional activity that has been authorized by the local board of education and is a definite part of the instructional program of the school;

(b) The pupil is a participant in an activity as provided in either KRS 158.240 or 159.035;

(c) The pupil is participating in an off-site virtual high school class or block. A student may be counted in attendance for a virtual high school class or block for the year or semester in which the student initially enrolled in the class or block if the student demonstrates proficiency in accordance with local policies required by 704 KAR 3:305, Section 5(2)(b) or (3);

(d) The pupil's mental or physical condition prevents or renders inadvisable attendance in a school setting, and the pupil meets the requirements of KRS 159.030(2). A pupil being served in the home/hospital program shall receive a minimum of one (1) hour of instruction two (2) times per five (5) instructional days;

(e) The student has been court ordered to receive educational services in a setting other than the classroom. A pupil being served through a court order shall receive a minimum of one (1) hour of instruction two (2) times per five (5) instructional days;

(f) The student has an individual education plan (IEP) that requires less than full-time instructional services;

(g) The pupil is participating in standards-based, performance-based credit that is awarded in accordance with 704 KAR 3:305, Section 5(2)(b) and that falls within one (1) or more of the categories of standards-based course work outlined in 704 KAR 3:305, Section 2. A student may be counted in attendance for performance-based credit for a class or block for the year or semester in which the student initially enrolled in the class or block if the student demonstrates proficiency in accordance with local policies required by 704 KAR 3:305, Section 5(3); or

(h) The pupil participates in a school that is authorized by the Commissioner of Education to design and deliver an educational program so that all graduation requirements are based on student proficiency of standards and performance, rather than time and Carnegie units, as authorized in 704 KAR 3:305, Section 5.

(5) Even if a pupil's absence or tardy is due to factors beyond the pupil's control, including inclement weather or failure of the transportation system to operate, the pupil shall be counted absent or tardy.

(6) The local board of education shall determine by local board policy what constitutes an excused and an unexcused absence.

(7) A pupil shall not be allowed to make up absences for the purpose of including make-up activities in the calculation of average daily attendance.

Section 4. A local board of education may permit an arrangement whereby a pupil has a shortened school day in accordance with KRS 158.060, or local board of education policy. The time a student is in attendance shall be included in calculating the district's average daily attendance.

Section 5. A local board of education may permit an arrangement in which a pupil pursues part of the student's education under the direction and control of one (1) public school and part of the student's education under the direction and control of another public or nonpublic school. The time a student is served by each public school shall be included when calculating the district's average daily attendance.

The Taylor County School District requests the following waivers to 702 KAR 7:125, which are necessary to implement anytime/anywhere learning for our students:

702 KAR 7:125, Section 1(4). Pupils shall not be required to be physically present in the school in order to be counted in attendance so long as the following conditions are met:

- (1) The student participates, through an online portal, in the classes missed, as accounted for by the district's computer system; and
- (2) The student returns any assignments, via electronic or other method, to the teacher by the due date required of any other students who may have been in attendance at the class; and
- (3) The student provides adequate justification of the absence signed by the parent or guardian; and
- (4) The number of excused absences will not exceed five (5).

702 KAR 7:125 Section 1(4)(c). The pupil is participating in class, not on the traditional campus, but through electronic means, including, but not limited to, a virtual campus where the student can meet the four requirements listed above.

702 KAR 7:125 Section 4. A local school board of education may permit an arrangement where students meet the requirements of a six (6) hour school day between the hours of 6:00 a.m. and 6:00 p.m. The student shall not be required to be physically at the facility between the hours of 6:00 a.m. and 8:00 a.m. or between the hours of 3:00 p.m. and 6:00 p.m. but their attendance will be accounted for via use of the district's online education portal. The district shall be allowed to count, for full ADA benefit, those students who have completed a total of six (6) instructional hours through a combination of online and in-school instruction.

Student who qualify for this benefit shall be those who:

- (a) Have shown a justifiable need based on family income to work during the day and can participate effectively through the online school.
- (b) Have shown they can participate effectively based on submissions to their instructors of completed work during these times.

702 KAR 7:125 Section 5. A local board of education may permit an arrangement in which a pupil pursues part of the student's education under the direction and control of one (1) public school and one (1) college, university, or vocational school. Students who have completed their high school equivalents and are ready to proceed to college (dual-students) would be allowed to graduate and receive their diploma. The school would continue to receive ADA funding for that student for the time it would have normally taken to graduate. The students would further be allowed to participate in extra-curricular activities at the school until that time the student would have normally graduated.

Waiver #2: Support for Early College

The Taylor County School District requests the following waivers which are necessary to implement anytime/anywhere learning for our students:

164.7874 Definitions for KRS 164.7871 to 164.7885.

(7) "Eligible high school student" means any person who:

(a) Is a citizen, national, or permanent resident of the United States and Kentucky resident;

(b) Was enrolled after July 1, 1998:

1. In a Kentucky high school for at least one hundred forty (140) days of the minimum school term unless exempted by the authority's executive director upon documentation of extreme hardship, while meeting the KEES curriculum requirements, and was enrolled in a Kentucky high school at the end of the academic year;
2. In a Kentucky high school for the fall academic term of the senior year and who:

- a. Was enrolled during the entire academic term;
- b. Completed the high school's graduation requirements during the fall academic term; and
- c. Was not enrolled in a secondary school during any other academic term of that academic year; or

Taylor County School District requests revision of KRS 164.7874 in part to the following:

KRS 164.7874(7)(b)(1): Has met the requirements for graduation from a Kentucky high school regardless of age, has met the KEES curriculum requirements, and will not be required to be enrolled in a Kentucky high school at the end of the academic year.

KRS 164.7874(7)(b)(2)(a)(b)(c): Has met the requirements for graduation from a Kentucky high school and is:

- a. Not required to be enrolled during the entire academic term.
- b. Completed the high school's graduation requirements
- c. Omit completely

Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications

Current citation for KRS 161.048(2)(a-d):

(2) Option 1: Certification of a person with exceptional work experience. An individual who has exceptional work experience and has been offered employment in a local school district shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the individual and the employing school district under the following conditions:

- (a) The application contains documentation of all education and work experience;
- (b) The candidate has documented ten (10) years of exceptional work experience in the area in which certification is being sought;
- (c) The candidate possesses:
 - 1.
 - a. A minimum of a bachelor's degree, with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; or
 - b. A graduate degree with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; and
 - 2. An academic major or a passing score on the academic content assessment designated by the Education Professional Standards Board; and
- (d) The candidate shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. After successful completion of the internship, the candidate

shall receive a regular professional certificate and shall be subject to certificate renewal requirements the same as any other teacher with a regular professional certificate.

Taylor County School District requests the following waivers to KRS 161.048, which will enable the district to choose those individuals most equipped to teach students skills not currently offered in the district.

KRS 161.048(2)(b): The candidate has documented five (5) years of exceptional work experience in the area in which certification is being sought;

OR

KRS 161.048(2)(b): The candidate has documented two (2) years of exceptional work experience in the area in which certification is being sought;

AND

KRS 161.048(2)(c)(1)(a): A minimum of a two (2) year technical degree from an accredited vocational school specific to the area in which the individual will teach;

AND

KRS 161.048(2)(c)(1)(b): A technical degree with a cumulative grade point average of two and five tenths (2.5) on a four (4) point scale.

AND

KRS 161.048(2)(d): The candidate shall not be required to participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030.

Waiver #4: S.T.E.M. Classroom of Innovation

702 KAR 3:190. Maximum class sizes.

RELATES TO: KRS 157.360

STATUTORY AUTHORITY: KRS 156.070, 157.360

NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.360(4) prescribes that except for those schools that have implemented school-based decision making, hereafter referred to as SBDM, the chief state school officer shall enforce maximum class sizes for every academic course requirement in all grades, except in vocal and instrumental music, and physical education classes and shall establish procedures for exemptions to the above. This administrative regulation implements the functions and prescribes criteria for granting class size exemptions.

Section 1. Definitions. (1) "Restricted exemptions" shall mean those exemptions granted prior to September 15 for up to five (5) students over class size maximums in grades four (4) through eight (8).

(2) "Annual exemptions" shall mean those exemptions granted after September 15 for up to two (2) students over class size maximums in the primary program and grades four (4) through twelve (12).

Section 2. Classes shall be within the maximum class size by September 15 of each school year. In a SBDM school, requests for exemptions from class size maximums shall not be required except for special education service delivery and case load. A SBDM school shall serve all students assigned by the local superintendent; however, local boards shall provide SBDM schools the same resources for personnel on the same basis as non-SBDM schools.

Section 3. (1) In non-SBDM schools, more than twenty-four (24) students shall not be assigned to a primary homeroom without an exemption. As children are flexibly grouped for instruction, class size may temporarily exceed twenty-four (24) students. However, it shall be the obligation of the school district to provide staff on a basis that permits a twenty-four (24) to one (1) ratio unless an exemption has been granted pursuant to Section 7 of this administrative regulation.

(2) When an exemption is approved for the primary program, the services of an aide must be provided immediately. Exemptions for up to two (2) students over the maximum may be granted for primary homeroom assignments and/or total primary program assignments as based on a ratio of twenty-four (24) students to one (1) teacher. In SBDM schools, the same resources for personnel must be provided on the same basis as non-SBDM schools.

Taylor County School District requests amendment of 702 KAR 3:190, in order to enable the fluctuation of students through the S.T.E.M. Classroom of Innovation so as to provide for the best transition between classes for participating students.

702 KAR 3:190. Maximum class size.

Section 3(1). ... As children are flexibly grouped for instruction, class size may temporarily exceed twenty-four (24) students. However, in regard to S.T.E.M. Classroom of Innovation, it shall be the obligation of the school district to provide staff on a basis that permits a thirty (30) to one (1) ratio.

Section 3(2). When an exemption is approved, for a S.T.E.M. Classroom of Innovation, the services of an aide are not required to be provided immediately.

Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out.

704 KAR 3:305. Minimum requirements for high school graduation.

RELATES TO: KRS 156.160(1)(a), (d), 158.645, 158.6451

STATUTORY AUTHORITY: KRS 156.070, 156.160(1)(a), (d)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.160 requires the Kentucky Board of Education to promulgate administrative regulations relating to the courses of study for the different grades and the minimum requirements for high school graduation. The content standards for the courses of study are established in the Kentucky core academic standards

incorporated by reference in 704 KAR 3:303. This administrative regulation establishes the minimum requirements necessary for entitlement to a high school diploma.

Section 1. Each student in a common school shall have a total of at least twenty-two (22) credits for high school graduation. Those credits shall include the content standards as provided in the Kentucky core academic standards, incorporated by reference in 704 KAR 3:303. Additional standards-based learning experiences shall align to the student's individual learning plan and shall consist of standards-based content. The required credits and demonstrated competencies shall include the following minimum requirements:

(1) Language arts - four (4) credits (English I, II, III, and IV) to include the content contained in the Kentucky core academic standards for English and language arts.

(a) Language arts shall be taken each year of high school.

(b) If a student does not meet the college readiness benchmarks for English and language arts as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take an English and language arts transitional course or intervention, which is monitored to address remediation needs, before exiting high school;

(2) Social studies - three (3) credits to include the content contained in the Kentucky core academic standards for social studies;

(3) Mathematics - three (3) credits to include the content contained in the Kentucky core academic standards for mathematics and include the following minimum requirements:

(a) Algebra I, Geometry, and Algebra II. An integrated, applied, interdisciplinary, occupational, or technical course that prepares a student for a career path based on the student's individual learning plan may be substituted for a traditional Algebra I, Geometry, or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky core academic standards, incorporated by reference in 704 KAR 3:303;

(b) A mathematics course or its equivalent as determined by the district shall be taken each year of high school to ensure readiness for postsecondary education or the workforce;

(c) Any mathematics course other than Algebra I, Geometry, or Algebra II shall be counted as an elective; and

(d) If a student does not meet the college readiness benchmarks for mathematics as established by the Council on Postsecondary Education in 13 KAR 2:020, the student shall take a mathematics transitional course or intervention, which is monitored to address remediation needs, before exiting high school;;

(4) Science - three (3) credits that shall incorporate lab-based scientific investigation experiences and include the content contained in the Kentucky core academic standards for science;

(5) Health - one-half (1/2) credit to include the content contained in the Kentucky core academic standards for health;

(6) Physical education - one-half (1/2) credit to include the content contained in the Kentucky core academic standards for physical education;

(7) History and appreciation of visual and performing arts (or another arts course which incorporates this content) - one (1) credit to include the content contained in the Kentucky core academic standards for arts and humanities or a standards-based specialized arts course based on the student's individual learning plan;

(8) Academic and career interest standards-based learning experiences - seven (7) credits including four (4) standards-based learning experiences in an academic or career interest based on the student's individual learning plan; and

(9) Demonstrated performance-based competency in technology.

Section 2. (1) A local board of education may substitute an integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060.

(2) For students with disabilities, a local board of education may substitute a functional, integrated, applied, interdisciplinary, occupational, technical, or higher level course for a required course if the alternative course provides rigorous content and addresses the same applicable components of 703 KAR 4:060. These shall be based on grade-level content standards and may be modified to allow for a narrower breadth, depth, or complexity of the general grade-level content standards.

Commonwealth of Kentucky

HOUSE OF REPRESENTATIVES

Home Address:
341 Pembroke Way
Campbellsville, KY 42718
(270) 465-5400



John "Bam" Carney
House Minority Whip

Office Address:
Capitol Annex, Suite 472
Frankfort, KY 40601
(502) 564-0521
john.carney@re.ky.gov

March 6, 2013.

David Cook, Director
Division of Innovation and Partner Engagement
500 Mero Street, Capital Plaza Tower, 1st Floor
Frankfort, KY 40601

Dear Mr. Cook:

I am writing in support of Taylor County School District's application to become a District of Innovation. The school is already an innovative district and leads our region and the state with:

- The state's only fully functioning Pre-K thru 12 Performance Based Education System
- 0% Dropout Rate for four years
- 1 of only 35 Proficient Districts in the State

The requests in their application, as outlined below, will enable them to continue to provide the delivery of education our students need, and deserve. Individualized education is the key to college and career readiness and the future success of any community.

Summary of Innovations/Waiver Requests, Table 2

Anytime/Anywhere Learning	Essential for individual learning plans and mimics the "real world" where work and college are completed outside traditional hours.
Support for Early College	Enables all students, regardless of income, to begin preparing for and completing their college work.
Real-World Experiences	Prepares students with experiences, critical thinking skills, and soft skills that employers are searching for.
Classroom of Innovation	Will allow the district to determine the effectiveness of this concept and will enable students to take responsibility for their education.

I encourage you to award Taylor County School District with this status which will enable them to continue to lead the state in the preparation of our young people to be college and career ready, productive members of society, and the future leaders of our nation.

Sincerely,

John "Bam" Carney

Campbellsville UNIVERSITY



1 University Drive • UPO-848 • Campbellsville, KY 42718-2190 • 800.264.6014 • tel. 270.789.5231 • fax 270.789.5550
Office of Academic Affairs

March 7, 2013

Mr. David Cook
Director of Innovation and Partner Engagement
Division of Innovation and Partner Engagement
500 Mero St., 1st Floor CPT
Frankfort, KY 40601

Dear Mr. Cook:

This letter is in support of Taylor County School District's application to become a District of Innovation. Campbellsville University has a close working relationship with the Taylor County School District and provides classes at the University for Taylor County students at a reduced rate of \$55 per credit hour. We regularly place our student teachers with Taylor County teachers, our preservice teachers use Taylor County classrooms for observations, and many of Taylor County teachers are Campbellsville University graduates.

The school is already an innovative district and has the state's only fully-functioning Pre-K-12 Performance Based Education System. Their dropout rate has been zero for the past four years and they are 1 of the only 35 proficient districts in Kentucky. Individualized education is the key to college and career readiness.

- Anytime/Anywhere Learning mimics the "real world" where work and college are completed outside traditional hours and is essential for individual learning plans.
- Support for Early College enables all students, regardless of income, to begin preparing for and completing their college work.
- Real World Experiences prepares students with experiences, critical thinking skills, and soft skills that employers need.
- Classroom of Innovation allows the district to determine the effectiveness of this concept and will enable students to take responsibility for their education.

The requests in their application, as outlined above, will enable them to continue to provide the delivery of education students need and deserve.

Sincerely,

Frank Cheatham, Senior Vice President for Academic Affairs

~~_____~~
"The Perfect
Classroom"
1/29/13

Here at Taylor County, we constantly strive to find new teaching strategies that enable students to learn at optimal levels. However, it is no secret that as humans we are all unique, which logically insinuates that the way students learn best is unique to the individual. It's as a result of this that a perfect classroom would be one in which students are able to learn the curriculum how they choose.

Teachers implement a variety of teaching methods that are meant to appeal to all sorts of learners. For example, group projects appeal to the 'social' learner, models and diagrams are used to appeal to visual learners, etcetera, etcetera. The issue, however, is that teachers are forced to cover specific topics each day for the sake of staying on schedule. While one topic may be taught via lab experiments that appeal to visual learners, what about those ~~that~~ ^{who} learn best by reading - or, 'contextual' learners? When students are forced to learn topics via methods that simply do not work for them, this is where knowledge retention, or the lack thereof, becomes a problem. ☺

70
In order to effectively instill the curriculum taught into students, ALL topics should be taught using each individual learning style. In the perfect classroom, students who learn best by reading from a textbook would not be forced to participate in group activities or build models. Visual learners would be able to have the visual aids that are not available in textbooks.

In a perfect classroom, each teacher would develop separate curriculum for each lesson, one for each method of learning.

While the idea of multiple lesson plans for teaching one lesson may seem as if it is a lot of extra work, well, it admittedly is. The benefits, however, of catering to each student's needs individually on a daily basis would make it more than worth it. Students who have trouble grasping a concept when taught in a specific learning style would no longer be forced to feel inadequate. This boosts self esteem, which relieves stress - all while teaching a broad range of students much more effectively.

70

A perfect classroom is most certainly something that is difficult to attain. But as it is a classroom's role to allow students to learn, the only way to make it perfect is by developing ways to teach the students within it perfectly. However, just as definitions of 'perfect' differ depending on who is asked, so do the learning styles of those people, which is why a 'perfect' classroom would strive to meet the needs of all of them.

you

Great job!

(A)

Excellent
Intro!

The perfect classroom in itself is unachievable, because perfection is unachievable; yet since the beginning of classroom education teachers, professors, students, and pupils have been striving for the perfect learning environment and technique. Even as perfection is beyond the touch of humanity's finger tips, we reach for it in hopes of being a great civilization, the greatest country, the greatest school, the greatest generation.

The past 20 years have been a technological revolution of the magnitude of the industrial revolution of the early 1900's; technology is growing into every aspect of our life including the classroom. To achieve the perfect classroom we as a school must operate with technology of the workforce ahead, but also keep in mind the things we have learned from from education's past. The ideas and wisdom of the pencil and paper days should never be forgotten but should be a foundation of the new use of technology that we learn with today. As we grow we must use past lessons taught to us by generations before us to always become better, smarter, and more well equipped human beings.

The perfect classroom is no longer a dream; we now have the opportunities to see the vision of this learning environment in front of us, ^{and} we now have a clear picture of how to create such an environment for students. For there to be perfection there must be hard work from students

and from teachers, pushing each other to become better, more well rounded parts to a well oiled machine that will fuel the working force of later years. Technology is key in this aspect, but the strive to become as great as possible must also be in the equation. This strive for greatness is only found in the hearts and minds of leaders, and those leaders must use the inventions of the new age to work together perfectly. Human and machine, the combination that has formed from primitive tools to the now complex software we now use in every day life.

~~Wow~~

You have an excellent
essay thus far (one of
the best I have read), but
where is the rest? You need
5 paragraphs!

①

Attachment #5

TAYLOR COUNTY BOARD OF EDUCATION

March 12, 2013

7:00 PM

1209 East Broadway
Campbellsville, KY 42718

Attendance Taken at 6:58 PM:

Present Board Members:

Mr. Jim Cheatham
Mrs. Lillian Clark
Mr. Tony Davis
Mr. David Hall
Mrs. Deanna Hunt

A. CALL TO ORDER, INVOCATION, & PLEDGE OF ALLEGIANCE

Rationale:

Andrew Melton, a student at TCES, led the pledge to start the meeting. Andrew shared with the board that he is a student ambassador and is involved in many extracurricular activities.

B. APPROVAL OF AGENDA

Rationale:

Agenda amended to add executive session to ITEM E.X. A motion was made by Jim Cheatham, seconded by Lillian Clark.

C. PRESENTATIONS

C.I. TCES Junior Beta Club

Rationale:

Junior Beta State Champions performed their winning songfest number. They will be performing in Mobile, AL in June at the Nationals.

C.II. Dawson Propes, 2nd place in the Elementary Rube Goldberg Balloon Pop Competition at UoFL Speed School of Engineering.

Rationale:

Third grader Dawson Propes demonstrated his Balloon Pop project.

D. APPROVAL OF CONSENT AGENDA ITEMS

Order #577 - Motion Passed: passed with a motion by Mr. Jim Cheatham and a second by Mrs. Lillian Clark.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

- D.I. Approval of Minutes
- D.II. Payments of Claims & Contract Salaries & Financial Reports
 - D.II.1. AP Check Reconciliation Register
 - D.II.2. AP Check Reconciliation Worksheet
 - D.II.3. Monthly Financial Report
 - D.II.4. Monthly Interest Rate
 - D.II.5. TCES Financial Report
 - D.II.6. TCHS Financial Report
 - D.II.7. TCMS Financial Report
 - D.II.8. Food Service Financial Report
- D.III. Report of Personnel Actions taken by the Superintendent
- D.IV. Facility and Travel Request
 - D.IV.1. March 13, 2013, Technology Conference, Louisville, Tana Penn
 - D.IV.2. March 14, 2013, ISLN, Bowling Green, KY, Susan Kilby, Troy Benningfield
 - D.IV.3. March 19-20, 2013, Leader In Me, Bowling green, Donna Williams
 - D.IV.4. March 20, 2013, TCHS Band, John Hardin, Bishop request
 - D.IV.5. March 21, 2013, TCMS Band, John Hardin, Bishop
 - D.IV.6. March 21, 2013, Cooks Kids, TCMS & Mr. Gattis, Jennifer Fitzpatrick, Stephanie Wilkerson
 - D.IV.7. March 22, 2013, KY Leads the Nation Round-Table Meeting, TCMS, Sarah Newton, Jessica McCubbin
 - D.IV.8. March 22, 2013, 21st Century Play Group, CU Theater, Jennifer Fitzpatrick
 - D.IV.9. March 25, 2013, World Language Program, Bowling Green, Donna Williams
 - D.IV.10. March 25-28, 2013, FCOLA, Louisville, Joanna Williams
 - D.IV.11. March 26, 2013, TCHS Band, TCES, Bishop
 - D.IV.12. March 26, 2013, TCES Young Historians, One room school house, Penny Gaskins
 - D.IV.13. March 26-27, 2013, TCMS 8th grade, Vocational School, McFall
 - D.IV.14. March 28, 2013, STEEP State Conference, Lexington, Christina Hicks
 - D.IV.15. April 11, 2013, GKREC, Campbellsville High School, Tina Petty, Ashley Corbin, Kelli Bertram, Courtney Wooldridge
 - D.IV.16. April 19, 2013, ELIN, Shannon Cox, Brandy McCubbin, Jennifer Gabahart, Paula Lyon
 - D.IV.17. April 20, 2013, Taylor Co Rep Women Dinner, TCMS Cafeteria, Tonya Young
 - D.IV.18. April 22, 2013, IC End of Year, Angela Cook, Tanya Benningfield, Renee Duplantis
 - D.IV.19. April 27, 2013, TCHS Band, North Hardin HS, Bishop
 - D.IV.20. May 8-10, 2013, Spring KASBO, Louisville, Debbie Dennis, Deanna Cowhard

E. ITEMS FOR YOUR APPROVAL

- E.I. Approval of shortened school day #13-019

Rationale:

The board unanimously agreed to a shortened school day for #13-019.

Order #578 - Motion Passed: passed with a motion by Mr. David Hall and a second by Mrs. Deanna Hunt.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.II. Approval for Taylor County FFA to attend the National Land Judging Competition in Oklahoma City, April 29-May 4, 2013

Rationale:

It was approved by the board to allow the FFA to travel to Oklahoma City for national competition.

Order #579 - Motion Passed: passed with a motion by Mr. Jim Cheatham and a second by Mrs. Lillian Clark.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.III. TCMS Archery Team request of funding for state competition.

Rationale:

The board agreed to pay \$405 for state competition fees.

Order #580 - Motion Passed: passed with a motion by Mr. David Hall and a second by Mrs. Lillian Clark.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.IV. Request for 2013-2014 school year for TC-4 Applications

Rationale:

The request for TC-4 applications was granted for 2013-14.

Order #581 - Motion Passed: passed with a motion by Mr. Jim Cheatham and a second by Mrs. Deanna Hunt.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.V. Approval of Full Time Emergency Certification

Rationale:

The request to allow full time emergency certification was granted for 2013-14.

Order #582 - Motion Passed: passed with a motion by Mr. David Hall and a second by Mr. Jim Cheatham.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.VI. Adoption of policy as amended by KSBA

Rationale:

The board agreed to adopt the policy and procedure involving Physical Restraint and Seclusion and the procedure allowing Release of Records to State Child Welfare Agency as amended by KSBA.

Order #583 - Motion Passed: passed with a motion by Mrs. Lillian Clark and a second by Mr. Jim Cheatham.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.VII. Approval of the District of Innovation Application

Rationale:

District of Innovation Application was approved. Mr. Cook summarized the 4 Requested Waivers for Taylor County District: 1) Anytime/Anywhere Learning, 2) Support for Early College, 3) Real World Experiences and 4) Classroom of Innovation.

Order #584 - Motion Passed: passed with a motion by Mrs. Lillian Clark and a second by Mr. David Hall.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.VIII. 2013/2014 Tech plan (1st Reading)

Rationale:

Bryan Cook presented the board with the first reading of the 2013-14 Technology Plan. It was unanimously approved.

Order #585 - Motion Passed: passed with a motion by Mrs. Deanna Hunt and a second by Mr. Jim Cheatham.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.IX. Approval to bid for property and liability insurance

Rationale:

The board approved to bid for property and liability insurance.

Order #586 - Motion Passed: passed with a motion by Mr. David Hall and a second by Mrs. Lillian Clark.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.X. Contract extension of superintendent

Order #567 - Motion Passed: passed with a motion by Mrs. Lillian Clark and a second by Mr. Jim Cheatham.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	No
Mrs. Deanna Hunt	No

E.X.I. Executive Session

Rationale:

At 7:37 pm the board went into executive session to discuss possible re-employment and new contract of the Superintendent as provided by KRS61.810(1)(f).

F. UPDATE/INFORMATION ON DISTRICT PROGRAMS/ACTIVITIES

F.I. TCMS special called SEDM meeting

F.II. TCMS SEDM, March 11, 2013

G. NEW BUSINESS

H. ADMINISTRATIVE REPORTS

H.I. Mrs. Donna Williams, Taylor County Elementary Principal

Rationale:

Ms. Williams was excited to announce that the manager of JoAnn Fabrics made a \$2,000 donation to the TCES Art Department. She mentioned that TCES had hosted Family Literacy Night and a blood drive last week.

H.II. Mr. Tony Jewell, Taylor County Middle School Principal

Rationale:

Mr. Jewell showcased the TCMS Beta Club for their state win along with Mattie Blakeman who won state secretary. They will be competing at nationals on June 15 in Mobile, Alabama. He also shared that \$1,000 was raised for a student battling cancer.

TCMS just completed "Love to Read Week" and is now preparing for the Kentucky Leads the Nation visit.

H.III. Mr. Charles Higdon, Taylor County High School Principal

Rationale:

Mr. Higdon shared that the junior class took their ACT last week and set their average goal at 20. They have begun Operation Preparation this month and spring sports are in full swing. He invited the board to the show choir performance beginning next week.

H.IV. Dr. Bill Mattingly, Virtual Charter School

Rationale:

Dr. Mattingly shared a PowerPoint with updates on the Virtual Charter School.

H.V. Mrs. Susan Kilby, Assistant Superintendent

Rationale:

Ms. Kilby complimented the leadership of the district. She shared that teachers are now working on end of course assessment. Ms. Kilby is working on the Improvement Plan and looking into new Common Core Science Standards.

H.VI. Mr. Troy Benningfield, Instructional Supervisor

Rationale:

Mr. Benningfield highlighted this month's achievement winners: Penn, Schultz and Thompson. He said that PD days are going great and everyone is gearing up for Kentucky Leads the Nation visit next Friday.

H.VII. Other Administrators

Rationale:

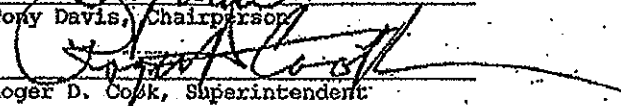
Debbie Gumm announced that several Gifted and Talented students will be watching a live open heart surgery on March 20 via internet.

I. ADJOURNMENT

Order #588 - Motion Passed: passed with a motion by Mrs. Deanna Hunt and a second by Mr. David Hall.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Yes
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes


Tony Davis, Chairperson


Roger D. Cook, Superintendent

TAYLOR COUNTY BOARD OF EDUCATION

April 09, 2013

7:00 PM

1209 East Broadway
Campbellsville, KY 42718

Attendance Taken at 6:56 PM:

Present Board Members:

Mr. Jim Cheatham
Mr. Tony Davis
Mr. David Hall
Mrs. Deanna Hunt

Absent Board Members:

Mrs. Lillian Clark

A. CALL TO ORDER, INVOCATION, & PLEDGE OF ALLEGIANCE

Rationale:

Korri Briggs, student ambassador, led the pledge to start the meeting.

B. APPROVAL OF AGENDA

Order #589 - Motion Passed: Agenda was amended to approve the Fishing Team travel to state tournament. Deanna Hunt motioned, David Hall second. passed with a motion by Mr. Jim Cheatham and a second by Mrs. Deanna Hunt.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

C. PRESENTATIONS

C.I. TCHS Jazz Band (to perform in lobby prior to meeting)

C.II. Recognition of TCES Academic Team

D. APPROVAL OF CONSENT AGENDA ITEMS

Order #590 - Motion Passed: passed with a motion by Mrs. Deanna Hunt and a second by Mr. David Hall.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

- D.I. Approval of Minutes
- D.II. Payments of Claims & Contract Salaries & Financial Reports
 - D.II.1. AP Check Reconciliation Register
 - D.II.2. AP Check Reconciliation Worksheet
 - D.II.3. Monthly Financial Recap
 - D.II.4. Monthly Financial Report
 - D.II.5. Monthly Interest Rate
 - D.II.6. TCES Financial Report
 - D.II.7. TCES Financial Report
 - D.II.8. TCMS Financial Report
 - D.II.9. Food Service Financial Report
- D.III. Report of Personnel Actions taken by the Superintendent
- D.IV. Facility and Travel Request
 - D.IV.1. April 12, 2013, Math & Science Grant, Bowling Green, Donna Williams
 - D.IV.2. April 12, 2013, FFA State Paperwork, Judging, Hardinsburg, Ryan Williams
 - D.IV.3. April 16, 2013, Southern Foods Show, Bowling Green, Kathy Phelps
 - D.IV.4. April 17, 2013, KDE Digital Summit, Frankfort, Bill Mattingly, Connie Wise
 - D.IV.5. April 18, 2013 Preschool Transportation to TCES Greenhouse
 - D.IV.6. April 23, 2013, Bookkeeping Conference, Bowling Green, Karen Reynolds, Donna Williams
 - D.IV.7. April 23-24, 2013, TCES transportation to Wolfe Creek Dam Fish Hatchery
 - D.IV.8. April 25, 2013, MUG Meeting, Danville, Debbie Dennis, Deanna Cowherd
 - D.IV.9. April 25, 2013, Kindergarten Screener Training, Kilby, Cotton, Rakes, Thompson
 - D.IV.10. May 8, 2013, TCES transportation, Phillips Lanes
 - D.IV.11. June 6, 2013, KTRS Pathway Employer Training, Elizabethtown, Debbie Dennis

E. ITEMS FOR YOUR APPROVAL

- E.I. Approval of shortened school day #13-020

Rationale:

The board approved the shortened school day waiver for #13-020.

Order #591 - Motion Passed: passed with a motion by Mrs. Deanna Hunt and a second by Mr. David Hall.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.II. 2013/2014 Tech Plan (2nd Reading)

~~Order #592 - Motion Passed: passed with a motion by Mr. David Hall and a second by Mrs. Deanna Hunt.~~

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.III. Approval to accept revised 2012-13 School Day Calendar

Order #593 - Motion Passed: passed with a motion by Mr. Jim Cheatham and a second by Mr. David Hall.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.IV. Approval to accept contract services for MEM Physical Therapy 2013-14 and Vision Itinerant Services 2013-14.

Rationale:

It was in full agreement to accept the contract services for MEM Physical Therapy and Vision Itinerant for FY 2013-14.

Order #594 - Motion Passed: passed with a motion by Mr. Jim Cheatham and a second by Mrs. Deanna Hunt.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.V. Approval to advertise for Surplus Auction

Order #595 - Motion Passed: passed with a motion by Mr. David Hall and a second by Mr. Jim Cheatham.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.VI. Approval to advertise for bids: school day pictures, senior pictures, school bus parts, tires & tire services, building & maintenance supplies and athletic equipment and supplies.

Order #596 - Motion Passed: passed with a motion by Mrs. Deanna Hunt and a second by Mr. David Hall.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.VII. Approval of the FY 12-13 Audit Services Contract with Wise, Buckner, Sprowles & Associates, PLLC.

Order #597 - Motion Passed: passed with a motion by Mrs. Deanna Hunt and a second by Mr. David Hall.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

B.VIII. Approval of District Improvement Plan

Rationale:

Susan Kirby outlined the five goals of the revised District Improvement Plan. After some discussion it was unanimously accepted.

Order #598 - Motion Passed: passed with a motion by Mr. Jim Cheatham and a second by Mr. David Hall.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

B.IX. TCHS DECA request of funding for International competition in Anaheim, CA

Rationale:

The board gave permission to TCHS DECA to travel to Anaheim, CA to attend the International Career Development Conference on April 23-29, 2013. It was also approved to help with their funding in the amount of \$2,250.

Order #599 - Motion Passed: passed with a motion by Mr. Jim Cheatham and a second by Mrs. Deanna Hunt.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

B.X. Approval of the Districts of Innovation grant with amended changes.

Rationale:

Mr. Cook explained the changes which included to waive the 180 day time requirement from submission to implementation and add Waiver #5. The board unanimously approved.

Order #600 - Motion Passed: passed with a motion by Mr. David Hall and a second by Mr. Jim Cheatham.

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

E.XI. Approval of funding for TCHS Fishing Team at state tournament (\$400).

Rationale:

The board agreed to give the TCHS Fishing team \$400 for their state tournament expenses.

Order #601 - Motion Passed: passed with a motion by Mr. Jim Cheatham and a second by Mr. David Hall:

Mr. Jim Cheatham	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes

F. UPDATE/INFORMATION ON DISTRICT PROGRAMS/ACTIVITIES

F.I. TCHS SBDM, March 5, 2013

G. NEW BUSINESS

H. ADMINISTRATIVE REPORTS

H.I. Mrs. Donna Williams, Taylor County Elementary Principal

Rationale:

Mrs. Williams shared that they are working on scheduling and placement which includes Bump Up Day on May 17. She indicated that testing will begin next week.

H.II. Mr. Tony Jewell, Taylor County Middle School Principal

Rationale:

Mr. Jewell talked about the upcoming Beta nationals on June 15 in Mobile, Alabama. Also, TCMS received a recycling trailer that will be put to good use. TCMS student Terry Cook shared his 4H speech titled "Being a Survivor."

H.III. Mr. Charles Higdon, Taylor County High School Principal

Rationale:

Mr. Higdon was excited to announce how well the KY Leads the Nation site visit went. Once again TCHS had a successful month of Show Choir and Drama performances and are preparing for end of year activities.

H.IV. Dr. Bill Mattingly, Virtual Charter School

Rationale:

Dr. Mattingly explained how we can monitor such things as how many students are logged in and for how many minutes, student enrollment, their progress and assignment completion at the Virtual Academy. He also reported that 215 students expressed an interest in summer school.

H.V. Mrs. Susan Kilby, Assistant Superintendent

H.VI. Mr. Troy Benningfield, Instructional Supervisor

Rationale:

Mr. Benningfield was pleased to announce that Tana Penn spoke at the State Technology Conference while Mr. Cook was a speaker at the Apple Conference. He mentioned many upcoming site visits to Taylor County District and that TCHS Show Choir has been invited to perform at KASA this year.

H.VII. Other Administrators

Rationale:

Mr. Schuhmann announced that he is currently working on two grants for the district.

I. ADJOURNMENT

Order #602 - Motion Passed: passed with a motion by Mr. Jim Cheatham and a second by Mr. David Hall.

Mr. Jim Cheatham.	Yes
Mrs. Lillian Clark	Absent
Mr. Tony Davis	Yes
Mr. David Hall	Yes
Mrs. Deanna Hunt	Yes


Tony Davis, Chairperson


Roger D. Cook, Superintendent

**Taylor County Elementary School
Special Called
Site-Based Council Meeting Minutes**

Date: Friday, March 8, 2013
Place: Taylor Co. Elementary Library
Time: 3:00 p.m.
Members Present: Donna Williams, Principal/Chair
Karen Bruce, Teacher/Vice Chair
Shana Crabtree, Teacher
Gail McQueary, Teacher
Jessica Dial, Parent
Member Absent: Lee Ann Cole, Parent

01.0 WELCOME

01.1 Mrs. Williams welcomed those in attendance and called the meeting to order.

02.0 AGENDA

02.1 Motion to approve the agenda made by Karen Bruce. Motion seconded by Jessica Dial. Council approved.

03.0 DISTRICT OF INNOVATION APPLICATION SUBMISSION

03.1 The Council held discussion and reviewed the information relating to the District of Innovation Application. The Site-Based Decision Making Council acknowledges that all employees were given ample opportunity and information to vote either in favor or against the waivers requested in the District of Innovation Application those being:

1. Anywhere/Anytime Learning
2. Support of Early College
3. Real World Experiences
4. Classrooms of Innovation

The Site-Based Decision-Making Council further acknowledges, after review of the survey results that all four of the aforementioned waivers received a greater than 70% approval vote. Shana Crabtree made a motion that the Council approve submission of the District of Innovation application for this school. Motion seconded by Gail McQueary, Council approved.

04.0 ADJOURNMENT

04.1 Karen Bruce made a motion to adjourn. Motion seconded by Jessica Dial. Council approved.

Taylor County Middle School
Site Base Decision Making Council

The Taylor County Middle School Site Base Decision Making Council met on Monday, March 11, 2013, at 5:00 p.m. in the Principal's office. All members were in attendance with the exception of Terry Myers.

SBDM Minutes

The council reviewed the minutes from the previous meeting (January 28, 2013). Melissa Keith made a motion to accept the minutes as read which Pat Jones seconded and was unanimously approved.

Correspondence

The council reviewed the following correspondence:

1. Mark Speer submitted a letter of resignation as TCMS Girls Softball Coach.
2. The council received a letter from Sherri Botkin requesting to be hired as the TCMS Girls Softball Coach. No other applicants were received. Jessica McCubbin made a motion to approve the hiring of Mrs. Botkin as head Softball Coach which Jennifer Boils seconded and was unanimously approved.
3. The TCMS Archery Boosters are requesting to conduct several hat days to raise money for competition. The first one to be held on Wednesday, March 13th, 2013. Others to be announced at a later date. Pat Jones made a motion to approve the fundraiser which Jessica McCubbin seconded and was unanimously approved.
4. The TCMS Beta club submitted a request to conduct a variety of fundraisers to raise money for National Convention. Melissa Keith made a motion to approve the request which Pat Jones seconded and was unanimously approved.
5. The 8th grade celebration committee requested permission to allow students to participate with parents in roadblocks and roadside trash pick up. The committee rejected the request to allow the students to participate for safety concerns.

District of Innovation Application

The council reviewed the results of the District of Innovation Survey Results completed by Taylor County School District employees.

The SBDM acknowledges that all employees were given ample opportunity and information to vote either in favor or against the waivers requested in the District of Innovation Application those being:

1. Anywhere/Anytime Learning
2. Support for Early College
3. Real World Experiences
4. Classroom of Innovation

The SBDM further acknowledges, after review of the survey results that all four of the aforementioned waivers received greater than 70% approval vote.

Melissa Keith made a motion to approve the submission of the District of Innovation application for this school which Melissa Keith seconded and was unanimously approved.

The meeting was adjourned at 6:00 p.m.

Respectfully submitted,

Pam Huddleston

Taylor County High School SBDM Minutes

300 Ingram Avenue

Campbellsville, KY 42718

February 5, 2013

5:00 p.m.

1. **Roll Call:** Mr. Higdon, Jimmy Ewing, Casey Young, Joanna Williams. Others Present: Tana Penn, Jenny Despain
2. **Adoption of Agenda:** Add under New Business: District of Innovation Approval (Young, J. Williams)
3. **Public Comment:** None
4. **Approval of Minutes:** J. Williams, Young
5. **Good News Reports:** Mrs. Williams reported that the transition to the iPad is going very well in her class. She said the kids are very excited about them. Mr. Higdon commended the Girls' and Boys' Bowling teams for winning Regionals and getting to go to State. He attended a meet in Elizabethtown and said it was well attended and very exciting. Mr. Higdon recognized DECA for several wins in their recent competition. 53 students placed in the top 5, 41 placed in the top 3, and 21 placed 1st in their respective competitions. Mr. Higdon shared an email from a parent commending student behavior at a recent away ball game. Mr. Higdon shared that he had gotten suggestions from over 860 students and staff on how education could be more innovative. He said he would go through the responses and gather some together to share at the next meeting. Mrs. Williams commended Mrs. Penn for a job well done in the library and Mr. Higdon also commended her on her Pie-in-the-Face activity during homecoming week to celebrate a record number of checkouts in the e-library.
6. **Planning:** Mr. Higdon needed approval to move forward with seeking District of Innovation Approval. A motion was made by Mrs. Williams and seconded by Mr. Young. Mrs. Penn discussed her plans for I Love To Read Week in conjunction with the Kentucky Literacy Celebration Week which is March 4-8, 2013. Mrs. Penn shared with the council the different activities and prizes planned for that week.
7. **Student Achievement:** A motion was made by Mr. Ewing to accept the Consolidated School Improvement Plan and seconded by Mr. Young. Mr. Higdon led a discussion about a three diploma option in which students could choose a college ready path, a career ready path, or a college and career ready path. Mr. Higdon shared that it did not have to be a diploma; that maybe students just needed to be better educated on what is required of them to be college ready, career ready, or college and career ready. This will continue to be discussed as

we make preparations for next year and move toward a greater number of students being college and career ready.

8. **Budget:** All members received a copy of the budget. The TCHS SBDM budget is in good standing.
9. **New Business:** All field trips were approved-see attached list. (Ewing, J. Williams) All fundraisers were approved-see attached list. (Young, J. Williams) The Council recommended Randy Durham for the position of Head Custodian. (Young, J. Williams) The Council recommended Mark Spear and Megan Peake as Assistant Softball Coaches. (J. Williams, Young)
10. **Adjourn:** The next meeting will be March 5, 2013 at 5:00.

List of Field Trips and Fundraisers Approved on February 5, 2013

Art Honor's Society to Kentucky School of Art in Louisville, February 27, 2013
FCCLA to State Meeting in Louisville, March 25-27, 2013
FCCLA to Regional Meeting at LWC, March 12, 2013
Aviation to UK, February 23, 2013
Aviation to Skills USA Competition in Louisville, March 4, 2013
Environmental Science Club to Mammoth Cave, February 16, 2013
Drama to CU, February 20, 2013
Show Choir to CU, February 20, 2013

DECA Pet Photo fundraiser, February, 2013
Cardinal Financial Center Shave-to-Save fundraiser, February, 2013
Beta Cystic Fibrosis Rock-A-Thon fundraiser, February 8, 2013

Field Trips: (Ewing, J. Williams)
Fundraisers: (J. Williams, Young)

Taylor County Elementary School Site-Based Council Meeting Minutes

Date: Tuesday, April 16, 2013
Place: Taylor Co. Elementary Conference Room
Time: 3:30 p.m.
Members Present: Donna Williams, principal/chair
Karen Bruce, teacher/vice chair
Shana Crabtree, teacher
Gail McQueary, teacher
Lee Ann Cole, parent
Jessica Dial, parent

01.0 OPENING BUSINESS

- 01.1 Agenda. Motion to approve the agenda made by Jessica Dial, seconded by Shana Crabtree. Council approved.
- 01.2 Minutes Approval. Motion to approve the minutes made by Gail McQueary, seconded by Jessica Dial. Council approved.
- 01.3 Good News Report.
Administration and faculty are currently working on scheduling for the next school year. The Council noted there was only 25 days of school left for the students.
- 01.4 Public Comment.
None

02.0 SCHOOL IMPROVEMENT PLANNING REPORT

- 02.1 Mrs. Williams indicated all teachers are working on the school wide Program Review which is due June 1st.

03.0 BUDGET REPORT

- 03.1 The Council reviewed the March SBDM and End Zone budget reports. Motion to approve these made by Shana Crabtree. Motion seconded by Jessica Dial. Council approved.

04.0 OTHER COMMITTEE REPORTS

- 04.1 Teacher Council members reported certified SBDM Council member elections are scheduled for Friday, April 26, 2013 at 3:15 in the cafeteria. Joan Tinnell and Gail Pippin were chosen by their peers to conduct teacher elections.
- 04.2 It was also noted that SBDM Council member parent elections will be held Monday, April 29, 2013 from 3:00-5:00 at the elementary.

05.0 NEW BUSINESS

- 05.1 Mrs. Williams represented a request from Susan Kilby, Preschool Director, requesting to move all four of their classrooms to the new rooms at the end of the Kindergarten floor. This request was made in reference to an ECKERS review conducted by the state. Shana Crabtree made a motion leaving preschool in their current rooms. Motion seconded by Karen Bruce. Council approved.

06.0 OTHER

- 06.1 The Council discussed the District of Innovation Application. In order to begin

implementing the innovations in our District of Innovation application we will need to circumvent a requirement of the Districts of Innovation legislation, specifically 701 KAR 5:140 Section 3(1). This has been brought to our attention by KDE who is encouraging everyone who is submitting an application to request to waive the 180 day requirement from submission to implementation. This is absolutely necessary if the requests are to be implemented in the upcoming school year. Current legislation mandates a 180 day wait period for implementation after submission of the District of Innovation application. In order to circumvent this, a district must agree to waive the 180 day wait period requirement. Including the focus of anytime and anywhere learning, compensation from the state based on completion of subjects or grades and not ADA. A decision which is both better for students and the district. Shana Crabtree made a motion to waive the 180 day requirement from submission to implementation. Motion seconded by Jessica Dial. Council approved.

- 06.2 The Council reviewed supply lists for each grade level. Mrs. Williams will discuss revisions, if needed, with each grade level.

07.0 NEXT MEETING DATE

- 08.1 The Council set their next regular meeting date for Tuesday, May 21, 2013 at 3:30 p.m. in the school Library.

09.0 ADJOURNMENT

- 09.1 Shana Crabtree made a motion to adjourn, motion seconded by Karen Bruce. Council approved.

Taylor County Middle School
Site Base Decision Making Council

The Taylor County Middle School Site Base Decision Making Council met on Tuesday, April 16, 2013, at 5:00 p.m. in the school library. All members were in attendance with the exception of Melissa Keith.

SBDM Minutes:

The council reviewed the minutes from the previous meeting (March 11, 2013). Jennifer Boile made a motion to accept the minutes with the noted correction made which Pat Jones seconded and was unanimously approved.

Correspondence

The council reviewed the following correspondence:

1. Whitney Ballinger submitted a letter of resignation as TCMS Girls Basketball Coach. Pat Jones made a motion to accept the resignation which Jessica McCubbin seconded and was unanimously approved.
2. The council reviewed a letter submitted by Bobby Burress requesting to be assistant girls softball coach. Jan Burkhead is requesting to be a second assistant girls softball coach. The council recommended the hiring of both coaches. However, Jan Burkhead will need to submit an application to the board office and pass the background check before being hired.
3. The council reviewed a request from the TCMS Girls Softball Boosters to conduct a fundraiser luncheon at a later date. Pat Jones made a motion to approve the request which was seconded by Terry Myers and was unanimously approved.

District of Innovation Application

Jessica McCubbin made a motion to approve the school to submit the District of Innovation Application less than 180 days before the project implementation date, so long as approval is reached through a teacher, faculty, staff survey. The council also approved the latest amendments. Jennifer Boile seconded the motion which was unanimously approved.

SBDM May Meeting

Mr. Jewell discussed with the council the need to change the May meeting date. The next meeting will be held on May 14th at 5:00 p.m. in the school library. Jessica McCubbin made a motion to approve the change which Pat Jones seconded and was unanimously approved.

The meeting was adjourned at 3:30 p.m.

Respectfully submitted,

Pam Huddleston

Taylor County High School SBDM Minutes

300 Ingram Avenue
Campbellsville, KY 42718
April 9, 2013

1. Roll Call: Mr. Higdon, Joanna Williams, Michelle Dickens, Ryan Williams
2. Adoption of Agenda: Add letter "e" under New Business: Site Based Decision Making Council Teacher Election. (Dickens, J. Williams)
3. Approval of Minutes: R. Williams, J. Williams
4. Public Comment: None
5. Good News Reports: *Mr. Williams recognized recent BFA winners having several qualify for state in various categories. He also recognized Mrs. Benningfield and Mrs. Parks for judging a recent competition. *Mrs. Williams reported that Samantha Floyd qualified for the national convention in entrepreneurship. *Mr. Williams recognized DECA member Savannah Farmer for her national scholarship and reported that she will be recognized at an upcoming national convention in California. *Mr. Higdon reported on the recent KDE audit and upcoming visits from other districts. *Mr. Higdon reported on a recent program "Operation Preparation" that invited different business and community members in to help with college and career readiness.
6. Planning: *Mr. Higdon reported that Mrs. Woolbridge is doing a great job in getting graduation information out in a timely manner. *Mr. Higdon stated that he would be sending all Council members an updated events calendar very soon. *Mr. Higdon reported that there is a SBDM Teacher Election Committee made up of Mrs. Milburn (chair), Mrs. Rodgers, Mrs. Mackin, and Mrs. Flinchum.
7. Student Achievement: The following motion was made in regards to proceeding with the application for District of Innovation: The Site Based Decision Making Council approves the school to submit the District of Innovation Application less than 180 days before the project implementation date, so long as approval is reached through a teacher, faculty, staff survey. (J. Williams, M. Dickens)
8. Budget: All members received a copy of the budget. The TCHS SBDM budget is in good standing.
9. New Business: Field Trips (R. Williams, M. Dickens) Fundraiser (R. Williams, M. Dickens) Professional Travel Requests (R. Williams, M. Dickens)
10. Adjourn: The next scheduled meeting will be May 7, 2013 at 5:00 p.m. in the TCHS Library.

Field Trips, Fundraiser, Professional Travel Requests

FACS to Marion County Extension Office, April 24, 2013
AP English III to Green River Cinema, May 20, 2013
Drama to Lindsey Wilson College, April 17, 2013
Accelerated Science to Louisville Science Museum, April 22, 2013
AP Math Classes to Louisville, May 1, 2013
Spanish II, III, and AP classes to Fiesta Mexico, April 24, 2013 and April 25, 2013
FCCLA to National Leadership Meeting in Nashville, TN, July 7-12, 2013
FCCLA to FFA Leadership Camp in Hardinsburg, KY, June 10-12, 2013
DECA to Career Development Conference in Anaheim, CA, April 23-29, 2013
Biology classes to Clay Hill, May 8, 2013
Aviation and TSA to Lake Cumberland Regional Airport, May 7, 2013
Aviation to Capital City Airport (Frankfort), April 22, 2013

FCCLA Teacher Luncheon fundraiser, April 18, 2013 and April 30, 2013

Mrs. Shewmaker to Leadership Camp, June 10-12, 2013

Mrs. Shewmaker to National FCCLA Leadership Meeting, July 7-12, 2013

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District of Innovation Survey #2
Education

Design Survey Collect Responses Analyze Results

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Default Report + Add Report

Response Summary

Total Started Survey: 166
Total Finished Survey: 165 (100%)

PAGE 1

1. Current legislation mandates a 180 day wait period for implementation after approval of the District of Innovation application. In order to circumvent this a district must agree to a waiver of the 180 day wait period requirement. Vote yes or no to the question: Are you in favor of waiving the 180 day wait period in order to begin implementation when school begins in 2013?

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	Response Percent	Response Count
Yes	93.9%	155
No	6.1%	10

answered question 165

skipped question 0

2. Waiver #1: Funding and state mandated test taking be allowed upon course/grade completion. Imagine an environment where students can learn anytime and anywhere and where districts are funded for completion of a subject or credit, not based on Average Daily Attendance (ADA). Students will utilize technology, anytime and anywhere to access a myriad of digital common core classes, submit required assignments, and demonstrate proficiency on established exit criteria and students will complete all state mandated tests (K-PRAP and EOC) as they complete the subject or grade from K-12, or 12.5 years of funding. Dual Student Concept: Current regulations penalize school district funding for allowing early graduation or grade completion. The district requests funding be based on completion of subjects/grades. Funding can be used as an incentive to encourage schools to facilitate the self-paced completion of a rigorous and relevant curriculum that moves students through their school experience on to a college/career environment. This request asks that the equivalent of twelve and one-half (12.5) years of funding for a student be paid to the district when he/she completes all requirements and is allowed to accelerate or graduate early. Are you in favor of requesting this waiver?

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	Response Percent	Response Count
Yes	95.1%	155
No	4.9%	8

answered question 163

skipped question 2

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District of Innovation Survey #3

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Response Summary

Total Started Survey: 63
Total Finished Survey: 62 (100%)

PAGE: 1

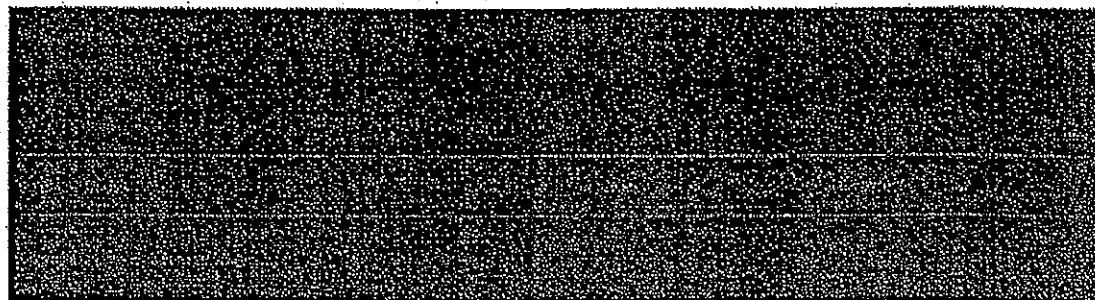
1. Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out. Allow the district to tailor specific subjects to student interests and the student's service plan. For example, Student A is interested in becoming an auto mechanic. Why should Student A be required to pass content specific Algebra I theory if it does not relate to the student's personal interest and career choice? Student A's math course would be specific to math as it relates to an internal combustion engine or math as it relates to the specific mechanic skills they want to pursue. All subjects, science, history, etc. could be related specifically to student interest. Are you in favor of requesting this waiver?

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	Response Percent	Response Count
Yes	75.6%	40
No	24.6%	13

answered question 53

skipped question 0



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District of Innovation Teacher Survey

Education

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Response Summary

 Total Started Surveys: 171
 Total Finished Surveys: 171 (100%)

PAGE: 1

1. I teach at the:

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	Response Percent	Response Count
Elementary	46.8%	75
Middle	23.0%	38
High	31.5%	52
answered question		165
skipped question		6

2. Waiver: Anytime/Anywhere Learning in an environment where students can learn anytime and anywhere, why should schools only receive funding for students who are physically in the school building? The District will request ADA funding based on student enrollment not physical attendance. Students will utilize anytime/anywhere learning to access the District's online library of common core classes and submit any required homework via email. The student would essentially not miss class and would arrive back ready for the next day's lesson with no effect on their attendance, their grade, or the school's ADA funding. Dual Student Concept: Current regulations penalize school districts for allowing early graduation. The loss of ADA funding discourages early graduation because of loss of funding when a student is allowed to move to college. We would request funding be based on our enrollment, not ADA.

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	Response Percent	Response Count
I agree with requesting this waiver	93.6%	159
I do not agree with requesting this waiver	6.4%	11
answered question		170
skipped question		1

3. Waiver: Support for Early College Enable students to utilize KES funds to pay for dual or college credit classes. • Many times money is the obstacle for students to overcome when wanting to take dual credit, AP, or college classes. • The school has offerings of college courses for \$50 per hour as compared to \$300 when enrolled in the college. • This represents 1/6 the price for when students are enrolled in college and makes the best use of the student's KES funds.

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	Response Percent	Response Count
answered question		170
skipped question		1

3. Waiver: Support for Early College Enable students to utilize KEES funds to pay for dual or college credit classes. * Many times money is the obstacle for students to overcome when wanting to take dual credit, AP, or college classes. * The school has offerings of college courses for \$60 per hour as compared to \$300 when enrolled in the college. * This represents 1/6 the price for when students are enrolled in college and makes the best use of the student's KEES funds.

I agree with requesting this waiver	97.1%	185
I do not agree with requesting this waiver	2.9%	5
answered question		170
skipped question		1

4. Waiver: Real World Experiences Enable professionals from the community who have professional certifications to teach students even if they do not have a teaching certificate, if they meet an approved set of criteria. Professionals would be selected to teach programs to students which are not currently available at the school, not to supplant teacher in common classes already taught at the school. Design tests which correspond to common core standards to demonstrate competencies gained from the class. Examples could include automobile mechanics, engineers, human resources professionals, CNC machine operators, and other industrial/commercially certified professionals.

	Response Percent	Response Count
I agree with requesting this waiver	84.5%	142
I do not agree with requesting this waiver	15.5%	28
answered question		168
skipped question		3

5. Waiver: Classroom of Innovation The Taylor County School District will experiment with individualized Student Learning in an environmental setting that may allow multi-age students to learn standards at their own pace. The choice of students would be based upon shown ability to complete the standards of the course taught. Teachers will be selected only after volunteering to teach the class.

	Response Percent	Response Count
I agree with requesting this waiver	88.6%	148
I do not agree with requesting this waiver	11.4%	23
answered question		171
skipped question		0

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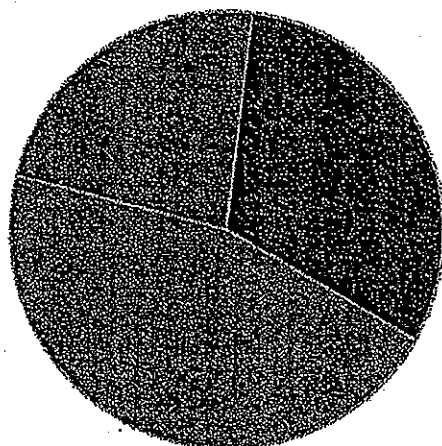
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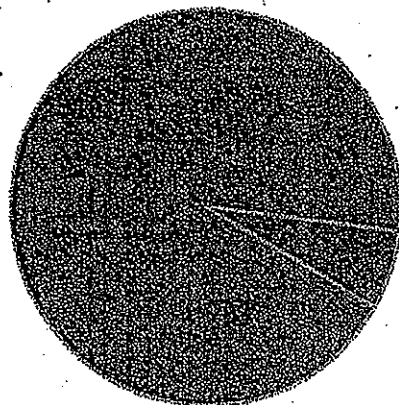
District of Innovation Survey Results

I teach at the:



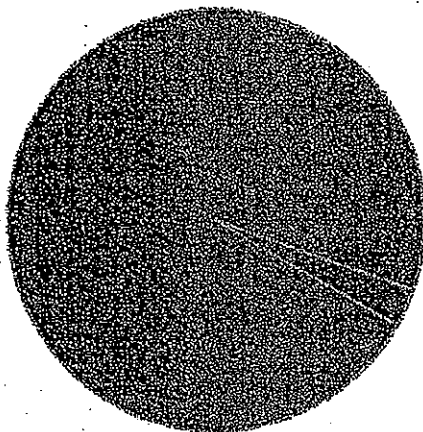
District of Innovation
Middle Class
High School

Waiver: Anytime/Anywhere Learning in an environment where students can learn anytime and anywhere, why should schools only receive funding for students who are physically in the school building? The District will request ADA funding based on student enrollment not physical attendance. Students will utilize anytime/anywhere learning to access the District's online library of common core classes and submit any required homework via email. The student would essentially not miss class and would arrive back ready for the next day's lesson with no effect on their attendance, their grade, or the school's ADA funding. Dual Student Concept Current regulations penalize school districts for allowing early graduation. The loss of ADA funding discourages early graduation because of loss of funding when a student is allowed to move to college. We would request funding be based on our enrollment, not ADA.



I agree with
requesting this waiver
I do not agree with
requesting this waiver

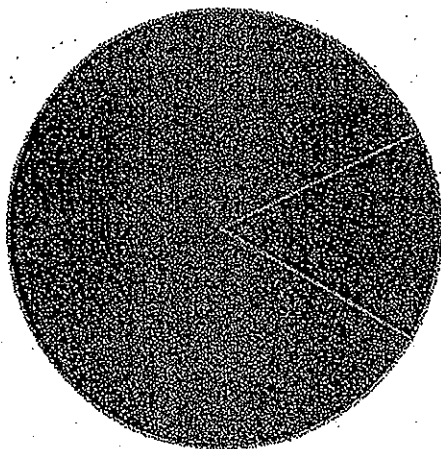
Waiver: Support for Early College Enable students to utilize KES funds to pay for dual or college credit classes. Many times money is the obstacle for students to overcome when wanting to take dual credit, AP, or college classes. The school has offerings of college courses for \$50 per hour as compared to \$300 when enrolled in the college. This represents the best use of the student's KES funds.



I agree with
requesting this waiver

I do not agree with
requesting this waiver

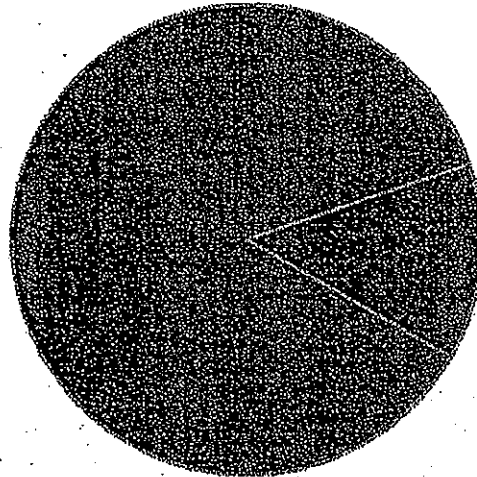
Waiver: Real World Experiences Enable professionals from the community who have professional certifications to teach students even if they do not have a teaching certificate, if they meet an approved set of criteria. Professionals would be selected to teach programs to students which are not currently available at the school, not to supplant teacher in common classes already taught at the school. Design tests which correspond to common core standards to demonstrate competencies gained from the class. Examples could include automobile mechanics, engineers, human resources professionals, CNC machine operators, and other industrial/commercially certified professionals.



I agree with
requesting this waiver

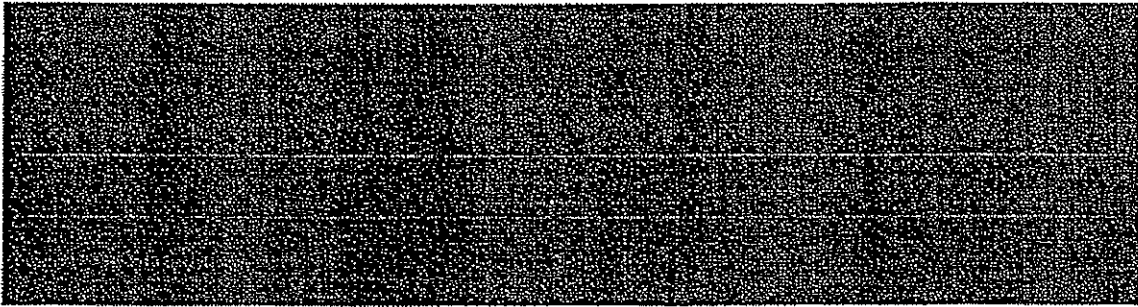
I do not agree with
requesting this waiver

Waiver: Classroom of Innovation The Taylor County School District will experiment with Individualized Student Learning in an environmental setting that may allow multi-age students to learn standards at their own pace. The choice of students would be based upon shown ability to complete the standards of the course taught. Teachers will be selected only after volunteering to teach the class.



99% I agree with
requesting this waiver

1% I do not agree with
requesting this waiver



Analysis of Student Learning Times



If you could change anything at the school (within reason) what would it be?

Response
Count

202

answered question 202

skipped question 35

Q1. If you could change anything at the school (within reason) what would it be?

- [illegible]

Q1. If you could change anything at the school (within reason) what would it be?

- to have morning prayer so the schools would be like on how they use to be except the punishments they use to have. Those are the thing that I would like to change if I had the power to do so.
11. Better T.E.C. and more fun learning Feb 25, 2013 6:21 AM
12. THE SCHOOL LUNCHES Feb 25, 2013 6:20 AM
13. Try out for sport teams and make it without trying out Feb 25, 2013 6:19 AM
14. shorter classes and a shorter school day cause we spend more time at school than with are family Feb 25, 2013 6:18 AM
15. Have more exercise Feb 25, 2013 6:18 AM
16. school lunch times and the lunch food Feb 25, 2013 6:17 AM
17. I would change our lunch menu Feb 25, 2013 6:17 AM
18. I would change what we eat for lunch and breakfast Feb 25, 2013 6:17 AM
19. Kids being homosexual, bullying, drugs, school lunches need to be better longer break instead of 5 minutes in between classes, cussing, and etc Feb 25, 2013 6:16 AM
20. Only one class of math Feb 25, 2013 6:16 AM
21. The lunch food Feb 25, 2013 6:15 AM
22. THE FOOD Feb 25, 2013 6:15 AM
23. school lunches need to be better bullying needs to be better people cussing Feb 25, 2013 6:14 AM
24. All children can participate in a sport team without even having to try out Feb 25, 2013 6:13 AM
25. I would change the school lunches because the grilled cheese is so greasy you could ring it out like a wet rag Feb 22, 2013 8:04 AM
26. The lunch food because it has nails and hair the work because its to hard and actively because its boring and its soposed to be fun Feb 22, 2013 8:03 AM
27. I would change the school lunches Feb 22, 2013 8:01 AM
28. school lunch because it's awful and more recess Feb 22, 2013 8:00 AM
29. NO WORK Feb 22, 2013 7:59 AM
30. I would say we need a new school instead of a lunch menu we should have a all you could eat buffet new bathrooms we should have a indoor swimming pool the thing that is the most important to me is that we REALLY need security pass codes for every entrance and if we forget our pass code we can use a finger scan that will open the door for students and if that dose not work we could swip a card that will all so open the door for the students Feb 22, 2013 7:59 AM
31. We sculd have lockerrooms more perivise a salld bore frof boire poste bore we Feb 22, 2013 7:57 AM

Q1: If you could change anything at the school (within reason) what would it be?

	need a new school a new way were you swim and a new doors that lock so we don't have to go into a lock down pass code	
32	Lunch	Feb 22, 2013 7:55 AM
33	Stop doing read to feed every year and the reason why is you guys have stupid choices for a prize	Feb 22, 2013 7:55 AM
34	New library books	Feb 22, 2013 7:55 AM
35	I would have them change the schedule and the lunch and activity you would have 9 weeks of a certain activity	Feb 22, 2013 7:54 AM
36	Get a new school because our school has mold problems and I am allergic to mold	Feb 22, 2013 7:53 AM
37	I would have them change our schedule so we could chose our teachers instead of the board we should be able to go to school later so students could have enough time to actually get enough sleep	Feb 22, 2013 7:53 AM
38	NOT TO HAVE HOMEWORK	Feb 22, 2013 7:53 AM
39	We should get to snack during class	Feb 22, 2013 7:52 AM
40	less homework cause we work alot at school	Feb 22, 2013 7:50 AM
41	less homework	Feb 22, 2013 7:48 AM
42	i wouldnt change anything because i like the way it is	Feb 22, 2013 7:48 AM
43	no home work and more dodge ball tournaments	Feb 22, 2013 7:47 AM
44	make the kids like (oooooooooooooooooooo)	Feb 22, 2013 7:46 AM
45	READING TO GAME DAY	Feb 22, 2013 7:45 AM
46	school lunches	Feb 22, 2013 7:45 AM
47	Play time	Feb 22, 2013 7:45 AM
48	school lunches	Feb 22, 2013 7:45 AM
49	I think we should have less recess and more learning and work because it is very important to be smart and if we have to much recess or fun time then we cannot learn so I think we should have just a little fun time or recess like 90% work and learn and 10% fun time and recess	Feb 22, 2013 7:45 AM
50	Have shorter classes and longer activities and lunch	Feb 22, 2013 7:44 AM
51	Lunch	Feb 22, 2013 7:44 AM
52	IT WOULD BE MORE ACTIVITY TIME	Feb 22, 2013 7:44 AM
53	Free time and lunch ball Just shoot around no sign ups!!!!	Feb 22, 2013 7:43 AM

Q1. If you could change anything at the school (within reason) what would it be?

64	More activity time	Feb 22, 2013 7:43 AM
65	DONT NO	Feb 22, 2013 7:43 AM
66	get new bathrooms and new classrooms	Feb 22, 2013 7:43 AM
67	no dress code	Feb 22, 2013 7:42 AM
68	I would change teachers behaviors	Feb 22, 2013 7:42 AM
69	(teachers need to be more respectful)	Feb 22, 2013 7:41 AM
60	Realism	Feb 22, 2013 7:41 AM
61	air conditioning	Feb 22, 2013 7:40 AM
62	Teacher behavior towards teachers/kids	Feb 22, 2013 7:40 AM
63	Teachers behaviors. They dont show respect therefore I am not going to show respect back	Feb 22, 2013 7:40 AM
64	Propose a solution to decrease the amount of tardies by changing the time school starts and ends	Feb 22, 2013 7:39 AM
65	School lunch And lunch hall. Like the high school	Feb 22, 2013 7:39 AM
66	The drappy food it's horrible	Feb 22, 2013 7:38 AM
67	The size of the buses	Feb 22, 2013 7:38 AM
68	School lunch	Feb 22, 2013 7:38 AM
69	The school lunch	Feb 22, 2013 7:37 AM
70	The time we wake up for school and I would like to change it to 12 o'clock	Feb 22, 2013 7:20 AM
71	I would change the school rules 2. I would also change the school's lunch	Feb 22, 2013 7:19 AM
72	no homework 20 min of free time in every class better lunch food	Feb 22, 2013 7:19 AM
73	THE HALL	Feb 22, 2013 7:17 AM
74	I would go to my friends class and have all my classes with her	Feb 22, 2013 7:16 AM
75	I would let the kids have nap time and let them play on their electronics more	Feb 22, 2013 7:13 AM
76	BE IN MY BEST FRIEND CLASS	Feb 22, 2013 7:13 AM
77	no homework and more gym time	Feb 22, 2013 7:12 AM
78	shorter classes better food more drink options more reses less homework more typing then writing more shorter days	Feb 22, 2013 7:12 AM
79	LESS HOMEWORK	Feb 22, 2013 7:12 AM

91. If you could change anything at the school (with in reason) what would it be?

80	MAKE SHCOOL DAYS SHROTER	Feb 22, 2013 7:12 AM
81	NOT TO DO WORK	Feb 22, 2013 7:11 AM
82	EVER BIDDY dot a pad	Feb 22, 2013 7:10 AM
83	I would change the fact that we dont get enough exercise we can control obesity at school by getting a daily basis of exercise like per fitness and a 30 min recess at least 2 to 3 days a week in any class	Feb 22, 2013 7:10 AM
84	If I could change the school I would say that recess for the kids at the end of the day	Feb 22, 2013 7:10 AM
85	MORE RESECE	Feb 22, 2013 7:09 AM
86	I would change to be in abbi brooks class every class with her and be in Keyla fergusons class every class with her	Feb 22, 2013 7:09 AM
87	ess and time of school	Feb 22, 2013 7:09 AM
88	well I would make reading classes longer we would read at least 1 hour a day then we would have at least 25 mins of math class for lunch on mondays we would have gattis pizza on tuesday we will have jacos on weneddays we will have hot dogs on thursdays we would have fried chicken ordered from the KFC on fridays I wish to have pizza party and if there is not enough money we will have cake and school pizza and science it will have an hour	Feb 22, 2013 7:08 AM
89	lunch case not full	Feb 22, 2013 7:08 AM
90	shorter school days	Feb 22, 2013 7:08 AM
91	NO!!!!!! HOMEWORK!!!!!! NO!!!!!! TEST!!!!!!	Feb 22, 2013 7:08 AM
92	MORE FREE TIME	Feb 22, 2013 7:08 AM
93	No home work and have recess or no school at all	Feb 22, 2013 7:07 AM
94	less work more recess and make class short and lunch longer and activily longer	Feb 22, 2013 7:07 AM
95	A new school because ours has spiders	Feb 22, 2013 7:07 AM
96	Have less recess because I think it is important to be smart than to have fun. If we had fun during learning that would be kind of good but I think most of working instead of more work and learning than recess and fun time. Only sometimes we should have fun	Feb 22, 2013 7:06 AM
97	To be in my friend Caley James class and in ever class	Feb 22, 2013 7:06 AM
98	I thank the need to stop giving us like dally rap and all that nasty stuff	Feb 22, 2013 7:05 AM
99	air conditioning	Feb 22, 2013 7:05 AM
100	no conduct cuts	Feb 22, 2013 7:05 AM

Q4: If you could change anything at the school (within reason) what would it be?

101	LET THE KIDS RULE!	Feb 22, 2013 7:04 AM
102	More recess if good weather	Feb 22, 2013 7:04 AM
103	I would take out morning meeting on Fridays and we could play on our iPads at lunch	Feb 22, 2013 7:04 AM
104	Lunch food	Feb 22, 2013 6:50 AM
105	To have more recess because in the summer teacher get mad cause we have so much energy and the reason is we're cooped up in a classroom all day. I would also change school lunches because the food taste good to the children and there not eating them and then there hungry in class	Feb 22, 2013 6:50 AM
106	No homework or tests	Feb 22, 2013 6:49 AM
107	Go outside more	Feb 22, 2013 6:48 AM
108	More active things to do	Feb 22, 2013 6:48 AM
109	School lunch need more (good) choices	Feb 22, 2013 6:47 AM
110	More free time we only get 2 or 3 mins to do what we need to do	Feb 22, 2013 6:47 AM
111	Have more recess	Feb 22, 2013 6:46 AM
112	The school lunches and play one hour a day outside or inside a day	Feb 22, 2013 6:46 AM
113	Play 60 minutes outside or inside every day	Feb 22, 2013 6:46 AM
114	Lunch because its bad	Feb 22, 2013 6:46 AM
115	Better lunch	Feb 22, 2013 6:46 AM
116	coming to school later so we could get more sleep	Feb 22, 2013 6:45 AM
117	Time to come to school (11:00) specifically	Feb 22, 2013 6:45 AM
118	Activity time because we need to get 1 hour of exercise a day	Feb 22, 2013 6:45 AM
119	Make recesses every day endless its raining	Feb 22, 2013 6:44 AM
120	More recess	Feb 22, 2013 6:44 AM
121	be able to get soda have better food make lunchroom get more free time choose our activities	Feb 22, 2013 6:38 AM
122	TO NOT HAVE MATH BECAUSE EVERY TIME I LEAVE MY HOME WORK IN MY LOCKER I HAVE TO DO IT OVER AND I CANT EVEN GO GET AND I GET SO MAD BECAUSE I HAVE TO LIKE RE-DO EVERY THING THATS WHAT I WANT !!!!!!!	Feb 22, 2013 6:38 AM
123	recess	Feb 22, 2013 6:37 AM

Q1. If you could change anything at the school (within reason) what would it be?	
124. To change school lunch because some of them are nasty!!!!!!!	Feb 22, 2013 5:35 AM
125. I would change the lunch school and the play ground. So it will be cooler and have a hot tub or pool in the school and pool how I want it to be.	Feb 22, 2013 6:35 AM
126. I would change the school lunch because it taste really bad.	Feb 22, 2013 6:35 AM
127. MAKE BETTER SCHOOL LUNCHES, FIX THE WIRING BECAUSE TEACHERS GET FRUSTRATED THAT THERE ACTIVE BOARDS DONT WORK	Feb 22, 2013 6:35 AM
128. Have better food in lunch room. Have more fun stuff to do in class. Go outside more.	Feb 22, 2013 6:35 AM
129. Less work and more free time. Only have 365 days of school for your full education. Be free to do whatever you want to do. Be free to bring your pets to school. Have better lunch.	Feb 22, 2013 6:34 AM
130. I wold have more kids and more nice teachers.	Feb 22, 2013 6:34 AM
131. I would change the school lunch.	Feb 22, 2013 6:34 AM
132. If I could change anything in the school I would change the cafeteria food.	Feb 22, 2013 6:34 AM
133. LUNCHES BECAUSE THEY TASTE REALLY BAD	Feb 22, 2013 6:33 AM
134. More time for reading I think that kids need more time to read because reading can take you places in your mind that most people didn't know you go.	Feb 22, 2013 6:33 AM
135. school	Feb 22, 2013 6:32 AM
136. more resas	Feb 22, 2013 6:32 AM
137. I would change the buses	Feb 22, 2013 6:32 AM
138. Lunches	Feb 22, 2013 6:31 AM
139. Shorter class periods because we could fit in the same teaching in shorter time. More time to transition between classes so the students that have another class on the other side of the building can make into class without being tardy. restaurant lunches	Feb 22, 2013 6:29 AM
140. Restaurant lunches	Feb 22, 2013 6:28 AM
141. the class schedule	Feb 22, 2013 6:28 AM
142. You can fall asleep at any time during the day.	Feb 22, 2013 6:27 AM
143. The mold a lot of kids get sick from it	Feb 22, 2013 6:27 AM
144. To change the play grounds	Feb 22, 2013 6:26 AM
145. We would have vending machines.	Feb 21, 2013 11:54 AM

Q1: If you could change anything at the school (within reason) what would it be?

146	The security of our school. Make it more secured because I don't think I feel safe at school anymore.	Feb 21, 2013 11:48 AM
147	No homework. School should stay at school. Homework can take away from family time.	Feb 21, 2013 11:45 AM
148	Instead of doing class work and research on iPads, I would rather come into class and take notes in my notebook everyday, and then be tested over them.	Feb 21, 2013 11:45 AM
149	Study hall iPads are stupid.	Feb 21, 2013 11:44 AM
150	Smaller classes, lenient time frames, advancing when understanding a topic.	Feb 21, 2013 11:29 AM
151	Longer school days with 4 days each week instead of 5.	Feb 21, 2013 7:06 AM
152	I be livin' that in gulf so it would help if y'all had ghetto classes for me and my homies.	Feb 21, 2013 7:05 AM
153	Longer lunch periods.	Feb 21, 2013 7:04 AM
154	The way are classes are setup. For example math and English classes Monday, Wednesday, Science and social studies Thursday and Friday.	Feb 21, 2013 7:04 AM
155	Lunch length.	Feb 21, 2013 7:04 AM
156	Get teachers that actually care about there students.	Feb 21, 2013 7:03 AM
157	Snacks that look better, food (baked potato bar?), less PDA, no more saggy pants, snack time, soft drinks sold during school hours.	Feb 21, 2013 7:03 AM
158	No more iPads.	Feb 21, 2013 7:02 AM
159	People.	Feb 21, 2013 7:02 AM
160	Longer breaks between classes.	Feb 21, 2013 7:02 AM
161	Get out earlier.	Feb 21, 2013 7:02 AM
162	School food and the restroom facilities.	Feb 21, 2013 7:02 AM
163	longer lunch.	Feb 21, 2013 7:01 AM
164	School food, Restrooms.	Feb 21, 2013 7:01 AM
165	More theatrical opportunities.	Feb 21, 2013 7:01 AM
166	Better lunches.	Feb 21, 2013 7:01 AM
167	No iPads!!!!	Feb 21, 2013 7:00 AM
168	NO PDA.	Feb 21, 2013 7:00 AM
169	The people.	Feb 21, 2013 7:00 AM

Q1: If you could change anything at the school (within reason) what would it be?

- | | | |
|-----|--|----------------------|
| 170 | change the food offered at the schools most food served is very unappealing and the substitutions are not great either (ex. the regular fries have been replaced by sweet potato fries) other foods seem like they shouldn't even be served such as the fish squares or the grilled chicken. I understand that there is a food budget/fund, but if you would push for foods that weren't just cheap soy products and actually spent a little more on real food, that our staff would actually prepare and cook, then you might actually have more students getting full servings and thus bringing in more profit to the food fund. I as a student of this school wish for this change to be made, for I hardly ever eat here due to the food choice and only eat when I get home, please actually try to change the food, instead of forgetting about it. | Feb 21, 2013 5:17 AM |
| 171 | Use of technology and not have the classes work at your own pace | Feb 21, 2013 5:16 AM |
| 172 | A better school building | Feb 21, 2013 5:12 AM |
| 173 | The idea of learning content just for the sole purpose of passing a test. Make learning more of a hands-on lesson, which applies to real life situations. | Feb 21, 2013 5:12 AM |
| 174 | Lunch food | Feb 21, 2013 5:12 AM |
| 175 | better school food!!!! | Feb 21, 2013 5:12 AM |
| 176 | Starting school at 10 where I could be more awake for my classes | Feb 21, 2013 5:11 AM |
| 177 | Nothing | Feb 21, 2013 5:11 AM |
| 178 | More options for class Electives | Feb 21, 2013 5:10 AM |
| 179 | None | Feb 21, 2013 5:09 AM |
| 180 | The security at school | Feb 21, 2013 5:09 AM |
| 181 | To have everyone walk through metal detector everyday | Feb 21, 2013 5:09 AM |
| 182 | I would want better lunch food that's cook not like those soggy sweet potato fries or uncooked chicken paddies. Also go back to the regular potato fries. Also we should have real hamburger meat not the soy meat that is soggy. So what I am saying is make our lunch decent because people throw away the soggy not well tasting food you serve us so stop waste and serve better food. | Feb 20, 2013 7:09 AM |
| 183 | Starts later and more hands on material | Feb 20, 2013 7:08 AM |
| 184 | THAT IF YOU HAVE GOOD GRADES YOU CAN ONLY BE PUT IN ADVANCED CLASS'S SOME PEOPLE HAVE THE GRADES AND ARE NOT IN AN UPPER CLASS | Feb 20, 2013 7:08 AM |
| 185 | Put some cushions on the chairs if we are going to be sitting in them all day. | Feb 20, 2013 7:07 AM |
| 186 | SHOULD LET ME DIP!!!!!! | Feb 20, 2013 7:07 AM |
| 187 | I would make the school days a few hours shorter because I spend most of the day sitting around | Feb 20, 2013 7:07 AM |

Q1: If you could change anything at the school (within reason) what would it be?

188	The food	Feb 20, 2013 7:07 AM
189	start school at 10 am an finish at 2 pm and have a taco bell hand wendy's installed	Feb 20, 2013 7:07 AM
190	better lunch food, unlike the greasy french fries and the uncooked chicken patties and get some real hamburgers and also have school start at 9 AM and end at 3:00 PM	Feb 20, 2013 7:07 AM
191	I wouldnt change anything because the rules are strict enough to keep everyone in place	Feb 20, 2013 7:06 AM
192	I would change the lunch and breakfast food to something atleast looks good, and appealing. I would like to change how the substitute teachers treat us when we are in the classroom (some are really mean and rude and obnoxious). I would change the way we rotate our classes on Fridays, and have a lunch time at a decent time, because I go at 1:45 and the food is always cold when we get in there and there is hardly anything left.	Feb 20, 2013 7:06 AM
193	Having a Taco Bell at school	Feb 20, 2013 7:05 AM
194	Having a Taco Bell at school	Feb 20, 2013 7:05 AM
195	Some of the classes offered at this school and also the cafeteria food. I would also change some of the substitutes in this school so that way they treat us with respect as the same we do with them.	Feb 20, 2013 7:05 AM
196	I would change the length of the school day making it longer. I feel like at the end of the day I'm simply waiting for our classes might be more efficient.	Feb 20, 2013 7:05 AM
197	I would change some teachers and substitute teachers because they have attitude problems and are annoying.	Feb 20, 2013 7:05 AM
198	being able to wear hats	Feb 20, 2013 7:03 AM
199	The teaching styles	Feb 20, 2013 7:03 AM
200	Make more classes during breaks	Feb 20, 2013 7:02 AM
201	The lunchroom food, Friday ball schedule	Feb 20, 2013 7:02 AM
202	Better Lunches More Fun Classes (Gym type classes)	Feb 20, 2013 7:02 AM

Schuhmann, Jeffrey

From: Cook, Roger
Sent: Tuesday, April 09, 2013 5:32 PM
To: Taylor Co Staff (Classified); Taylor Co Teachers
Subject: FW: Survey to ALL employees

I hope to be able to secure funding for us in a lot of areas from possibly new schools to more salary for employees. One way to do this is to get chosen as a "District of Innovation". I know that you have taken one survey Monkey in order to help us make this happen, and I appreciate the 80 percent favor rate you gave us on that survey. However, we have had to revise the grant and now I am asking you to once again click on the survey monkey link below and take this short two question survey of the two questions that were not on the old survey monkey.

One question is asking if you are in favor of or opposed to a waiver of the 180 day rule. The way the grant was written by the legislators forces a school district to wait 180 days before you can start the implementation of this grant. If you will vote to waive that wait period, we can start implementation of the grant next year (if we are chosen). To be chosen is going to be a long shot at best.

The other question will ask if you are in favor of flexibility from the graduation requirements for those students who are at risk from dropping out of school. This gives us flexibility to tailor a student's classes to their Student Service Plan or to an area of their interest. Many times taking certain classes lead to student failure and their desire to drop out of school. Voting yes on this will allow us some flexibility in helping students take classes they are interested in that may help keep them in school.

Again, The chances of getting chosen is ten district out of 174 but I feel we must give it a try.

Please take the survey for me and vote in favor of. Who knows it may lead to bigger and better things for our district and if we are not chosen at least we tried.

Roger Cook



*Taylor County Schools Superintendent
1209 E. Broadway
Campbellsville, KY*

From: Schuhmann, Jeffrey
Sent: Tuesday, April 09, 2013 1:10 PM
To: Cook, Roger
Subject: Survey to ALL employees

Mr. Cook,

In order to begin implementing the innovations in our District of Innovation application we will need to circumvent a requirement of the Districts of Innovation legislation, specifically 701 KAR 5:140 Section 3(1). This has been brought to our attention by KDE who is encouraging everyone who is submitting an application to request to waive the 180 day requirement from submission to implementation. This

is absolutely necessary if the requests are to be implemented in the upcoming school year.

Current legislation mandates a 180 day wait period for implementation after submission of the District of Innovation application. In order to circumvent this a district must agree to waive the 180 day wait period requirement.

Further, while Waiver #1 has been approved, after some minor modifications I would prefer employees review it again and vote. The minor change was to include with the focus of anytime and anywhere learning, compensation from the state based on completion of subjects or grades and not ADA. A decision which is both better for students and the district.

Below is the link to the survey which will need to go to all employees:

<https://www.surveymonkey.com/s/68Z2CKJ>

I would like to have the survey completed by employees by 3:00 p.m. Friday April 12, 2013.

Thanks,
Jeffrey

Attachment #6

ELEMENTARY SCHOOL

RATIONAL/NEEDS ASSESSMENT

What is the vision and mission statement of the school and how will innovation status improve the quality of student learning.

Mission Statement: We set our expectations high and work together to achieve success.

The Vision for Taylor County Elementary School is anytime/anywhere learning, a model school where students have access to technology and can begin developing their career path and course in life. The school seeks to provide challenging and rigorous courses which challenge students and effectively prepare them for college and careers.

The vision seeks to direct teachers, students, administration, and parents to effectively provide children with the educational and life skills they will need to successfully move through the educational process and become productive citizens.

Taylor County Elementary School 2012 Student Acceleration by Grade

Grade	Reading	Math	Language Arts	Science	Social Studies	Total
Kindergarten	10	10				20
Grade 1	9	6				15
Grade 2	22	24	12	12	12	82
Grade 3	17	27	10	10	10	74
Grade 4	36	27	27	27	27	144
Grade 5	35	28	28	28	28	147

TCES has four second graders who take fourth grade math and two third graders who take fifth grade math and reading. They also have two fourth graders going to the middle school for sixth grade math.

Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

Taylor County School District has been providing innovative strategies to enable and empower our students to succeed for the past four years, beginning with the implementation, as set forth in Board Policy, of Performance Based Education (PBE) or Competency Based Education in the form of a Student Acceleration Policy (Attached).

DLT members attended the Innovation Conference, hosted by the Kentucky Department of Education in November of 2012 to further learn about the upcoming School of Innovation

application process and to identify key strategies which might be the focus of the school's application.

The innovation process was developed using input from school administration, teachers, members of business and industry, and the community as a whole. The process began with a series of meetings at the school level where a group, composed of school administration, teachers, and principals, met to discuss the District of Innovation process, recommend strategies which could insure a successful application, and made selections for the DLT and SLTs.

Taylor County School District has been implementing PBE, flipped classrooms, and many other innovative strategies for a number of years and it is was important to identify activities which are innovative to our district and changes which would enable us to provide enhanced educational opportunities to our students.

Design Team Member	Roles/Responsibilities
DLT Roger Cook, Superintendent Susan Kilby, Asst. Superintendent Troy Benningfield, Inst. Sup. Charles Higdon, HS Principal Tony Jewell, MS Principal Donna Williams, ES Principal Jeffrey Schuhmann, Grants Shannon Cox, KEA Rep.	Development of the DOI Application Communication of plan to stakeholders Approval of Plan by Board of Education Approval of Plan by SBDM
SLT: Elementary School Donna Williams, Principal Brandi McCubbín, Teacher Emma Hardesty, Teacher Melissa Collison, Teacher Lisa Arnold, Teacher Shea Poff, Teacher Tonya DeLaGarza, Teacher Patty Brockman, Teacher Jackie Sapp, Teacher Tonya Rogers, Teacher Kim Shofner, Teacher Gail Pippin, Teacher	Identification of current barriers at ES Identification of solutions to barriers Soliciting input from teachers and staff

Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.

Located in rural Kentucky, the Taylor County School District has a large number of students who are in poverty, as evidenced by the increasing free and reduced lunch population at the school.

Free and Reduced as of December 31, 2012

School:	Enrollment	Approved Free	Approved Reduced	% Free	% Reduced	Total %
as of December 31, 2012						
Taylor County Elementary	1183	641	144	54.18%	12.17%	66.36%
DISTRICT TOTAL:	2678	1285	292	47.98%	10.90%	58.89%

Poverty has been regarded as one of the most profound conditions adversely affecting child well-being (Hauser, Brown, & Prosser, 1997; Kamerman & Kahn, 1993). In 2006, approximately 12.3% of the U.S. population, or 36 million people, lived in poverty. In particular, poverty rates for children under the age of 6 (20.7%) are significantly higher than the rates for any other age group (U.S. Census Bureau, 2007).

The barriers created by poverty have a profound effect on the student's ability to learn. These effects begin at the elementary and compound as the student moves through the school (Lee 2009). Students who have not eaten properly or at all since the last time they were at school cannot be expected to learn when their basic needs are not being met. The school attempts to correct this problem through the Backpack Program and Second Chance Breakfast.

The Family Resource Youth Services Center assists students and their families with a myriad of programs designed to improve the lives of the students and meet their basic needs. The monitoring and data analysis performed by Taylor County School District during Early Release Friday (ERF) seeks to not only identify those who are at risk academically, but to identify situations at school, home, or otherwise, which may be contributing to the academic issues.

Through discussion for this application, the SLT at Taylor County Elementary identified that the largest barrier for their children to learn was technology. However, the curriculum was still being delivered effectively and students were learning appropriately. They further identified that students who do not have the basic necessities of life (food, clothing, and shelter) were less able to learn than their counterparts who did not have these issues to deal with daily.

Teachers find it extremely difficult to work with students who they want to help but must focus on the delivery of content. The teacher, often the only stable adult some students are exposed to, cannot teach life skills as well as content. Teachers identified issues some students have not learned: dressing themselves, personal hygiene and cleanliness, food choices, food preparation, conversing with adults.

A paradigm shift has occurred over the last twenty years where the school, in some circumstances, is not only responsible for teaching academics, but is also responsible for teaching students how to become adults and effectively raising the child. The question remains "If the school doesn't teach them basic life skills, who will"?

Taylor County Elementary School will seek to utilize the Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current

content/grade level certifications waiver request in this proposal to utilize outside entities such as the Campbellsville University Carver School of Social Work to teach classes to students concerning life skills. The University is rich in resources to assist students who need these skills in order to prepare them for college and career.

The ability to adapt to the needs of every student will contribute to the success of those students who are working to break the cycle of generational poverty. These students realize education is the answer to breaking the cycle but must meet basic human needs before education can become a priority.

Barriers: Reading

Reading performance continues to create an achievement gap for Taylor County Elementary School. Students currently perform at the following levels as compared to the state average. TCSD intends to use the Professional Development/Early Release Friday (ERF) to analyze student data to develop plans to strengthen student achievement (Table 9).

	% Novice		% Apprentice		% Proficient		% Distinguished		% P & D	
	District	State	District	State	District	State	District	State	District	State
Elem.	26.7	26.3	26.5	25.7	33.5	31.4	13.3	16.6	46.7	48
3 rd Grade	29.1	24.7	24.2	25.8	37.9	32.2	8.8	17.2	46.7	49.2

**Source 2011-2012 School Report Card*

Barriers: Rural Geography

Taylor County School District serves a student population in the center of Kentucky, and therefore, does not have access to many opportunities as would students who live around a metropolitan area. For example, the students are limited to college and vocational classes they can take because they must be offered at Campbellsville University, online, or at the local vocational school.

Summary of Innovations/Waiver Requests, Table 1:

Waivers	Description	Purpose
Waiver #1	Funding and state mandated test taking allowed upon course/grade completion.	Essential for individual learning plans and mimics the "real world" where work and college are completed outside traditional hours.
Waiver #2	Support for Early College	Enables all students, regardless of income, to begin preparing for and completing their college work.
Waiver #3	EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	Prepares students with experiences, critical thinking skills, and soft skills that employers are searching for.

Waiver #4	S.T.E.M. Classroom of Innovation	Will allow the district to assess based on standards mastered rather than Infinite Campus (IC) classification.
Waiver #5	Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out	Allow the district to tailor specific subjects to student interests and the student's service plan.

**Attachment #7
MIDDLE SCHOOL**

RATIONAL/NEEDS ASSESSMENT

What is the vision and mission statement of the school and how will innovation status improve the quality of student learning.

Mission Statement: We set our expectations high and work together to achieve success.

The Vision for Taylor County Middle School is anytime/anywhere learning, a model school where students have access to technology and can begin developing their career path and course in life. The school seeks to provide challenging and rigorous courses which challenge students and effectively prepare them for college and careers.

The vision is very similar to a college campus where students are responsible for their personal education and goal setting. Teachers, administration, and parents are there to motivate students to accomplish those goals.

Taylor County Middle School 2012 Student Acceleration by Grade (updated 2/6/13)

Grade	Language Arts	Math	Foreign Language	Fine Arts	Social Sciences	Physical Ed.	Total
6-8	202	140	19	32	1	3	397

Taylor County Middle School 2012 Student Acceleration by Class

Course	# Participants
Language Arts	40 Grade 6 Reading 35 Grade 7 Reading 42 Grade 8 Reading 10 Skills for Health 7 Grade 7 Writing 6 Grade 8 Writing 3 High School English I 57 High School Honors English 2 Creative Writing
Mathematics	24 Grade 6 Math 31 Grade 7 Math 38 Pre-Algebra 35 Algebra I 1 Algebra 2 10 Accelerated Geometry 1 Personal Finance
Foreign Language	17 Spanish I 2 Spanish II
Fine Arts	1 Percussion Ensemble 2 Music Appreciation

	3 Art Appreciation 2 Media Literacy 23 Accelerated Art 1 High School Band
Social Sciences	1 Psychology
Physical Education	3 Conditioning

Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

Taylor County School District has been providing innovative strategies to enable and empower our students to succeed for the past four years, beginning with the implementation, as set forth in Board Policy, of Performance Based Education (PBE) or Competency Based Education in the form of a Student Acceleration Policy (Attached).

DLT members attended the Innovation Conference, hosted by the Kentucky Department of Education in November of 2012 to further learn about the upcoming School of Innovation application process and to identify key strategies which might be the focus of the school's application.

The innovation process was developed using input from school administration, teachers, members of business and industry, and the community as a whole. The process began with a series of meetings at the school level where a group, composed of school administration, teachers, and principals, met to discuss the District of Innovation process, recommend strategies which could insure a successful application, and made selections for the DLT and SLTs.

Taylor County School District has been implementing PBE, flipped classrooms, and many other innovative strategies for a number of years and it is was important to identify activities which are innovative to our district and changes which would enable us to provide enhanced educational opportunities to our students.

Design Team Member	Roles/Responsibilities
<u>DLT</u> Roger Cook, Superintendent Susan Kilby, Asst. Superintendent Troy Benningfield, Inst. Sup. Charles Higdon, HS Principal Tony Jewell, MS Principal Donna Williams, ES Principal Jeffrey Schuhmann, Grants Shannon Cox, KEA Rep.	Development of the DOI Application Communication of plan to stakeholders Approval of Plan by Board of Education Approval of Plan by SBDM
<u>SLT: Middle School</u> Tony Jewell, MS Principal Holly Westbrook, Teacher Sherry Botkin, Teacher Margaret Collison, Teacher	Identification of current barriers at MS Identification of solutions to barriers Soliciting input from teachers and staff

Becky Bailey, Teacher Lori Christy, Teacher Tim Wood, Teacher Lisa Richerson, Teacher	
--	--

Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.

Located in rural Kentucky, the Taylor County School District has a large number of students who are in poverty, as evidenced by the increasing free and reduced lunch population at the school.

Free and Reduced as of December 31, 2012

School:	Enrollment	Approved Free	Approved Reduced	% Free	% Reduced	Total %
as of December 31, 2012						
Taylor County Middle	623	277	65	44.46%	10.43%	54.90%
DISTRICT TOTAL:	2678	1285	292	47.98%	10.90%	58.89%

Poverty has been regarded as one of the most profound conditions adversely affecting child well-being (Hauser, Brown, & Prosser, 1997; Kamerman & Kahn, 1993). In 2006, approximately 12.3% of the U.S. population, or 36 million people, lived in poverty. In particular, poverty rates for children under the age of 6 (20.7%) are significantly higher than the rates for any other age group (U.S. Census Bureau, 2007).

The barriers created by poverty have a profound effect on the student's ability to learn. These effects begin at the elementary and compound as the student moves through the school (Lee 2009). Students who have not eaten properly or at all since the last time they were at school cannot be expected to learn when their basic needs are not being met. The school attempts to correct this problem through the Backpack Program and Second Chance Breakfast.

The Family Resource Youth Services Center assists students and their families with a myriad of programs designed to improve the lives of the students and meet their basic needs. The monitoring and data analysis performed by Taylor County School District during Early Release Friday (ERF) seeks to not only identify those who are at risk academically, but to identify situations at school, home, or otherwise, which may be contributing to the academic issues.

Through discussion for this application, the SLT at Taylor County Middle School identified that the largest barrier for their children to learn was technology. However, the curriculum was still being delivered effectively and students were learning appropriately. They further identified that many students do not come to school because of sickness, but are well enough to take an online course of the day's class if it were available.

Teachers find it extremely difficult to work with students who they want to help but must focus on the delivery of content. The teacher, often the only stable adult some students are exposed to, cannot teach life skills as well as content. Teachers identified issues some students have not learned: dressing themselves, personal hygiene and cleanliness, food choices, food preparation, conversing with adults.

The Middle School will further utilize the EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications to expose its students to different fields of employment and will utilize outside experts to develop students' interests and enable them to determine a clear path to employment.

Barriers: Reading

Reading performance for males at Taylor County Middle School continues to create an achievement gap. When compared to data from females in the same grade, the gap is evident. Waivers requested in this application will further allow the district to provide reading options which interest the students and relate to their individualized education plan.

	% Novice		% Apprentice		% Proficient		% Distinguished		% P & D	
	District	State	District	State	District	State	District	State	District	State
Middle School	20.3	28.9	24.7	24.3	33.1	30.1	21.9	16.7	46.7	48
6 th grade	School	State	School	State	School	State	School	State	School	State
Males	29.5	35.7	25.3	23.3	28.4	27.2	16.8	13.8	45.3	41.0
Females	14.4	26.0	28.9	22.6	33.3	31.4	23.3	20.0	56.7	51.4
7 th grade	School	State	School	State	School	State	School	State	School	State
Males	20.0	30.7	26.0	26.2	41.0	29.3	13.0	13.8	54.0	43.1
Females	11.9	23	22	24.3	36.7	32.8	29.4	19.9	66.1	52.7
8 th grade	School	State	School	State	School	State	School	State	School	State
Males	22.8	33.3	29.3	24.5	31.5	28.2	16.3	13.9	47.8	42.2
Females	19.8	23.8	17.8	24.8	30.7	32	31.7	19.5	62.4	51.4

**Source 2011-2012 School Report Card*

Barriers: Rural Geography

Taylor County School District serves a student population in the center of Kentucky, and therefore, does not have access to many opportunities as would students who live around a metropolitan area. For example, the students are limited to college and vocational classes they can take because they must be offered at Campbellsville University, online, or at the local vocational school.

However, resources exist in the community to overcome these barriers. Taylor County School District must be enabled to utilize community experts who can relay real world information and skills to our students, in an instructional atmosphere, without obtaining Kentucky Teacher Certification or Vocational Certification.

Summary of Innovations/Waiver Requests, Table 1.

Waivers	Description	Purpose
Waiver #1	Funding and state mandated test taking allowed upon course/grade completion.	Essential for individual learning plans and mimics the "real world" where work and college are completed outside traditional hours.
Waiver #2	Support for Early College	Enables all students, regardless of income, to begin preparing for and completing their college work.
Waiver #3	EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications	Prepares students with experiences, critical thinking skills, and soft skills that employers are searching for.
Waiver #4	S.T.E.M. Classroom of Innovation	Will allow the district to assess based on standards mastered rather than Infinite Campus (IC) classification.
Waiver #5	Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out	Allow the district to tailor specific subjects to student interests and the student's service plan.

Attachment #8

HIGH SCHOOL

RATIONAL/NEEDS ASSESSMENT

What is the vision and mission statement of the school and how will innovation status improve the quality of student learning.

Mission Statement: We set our expectations high and work together to achieve success.

The Vision for Taylor County High School is anytime/anywhere learning, a model school where students have access to technology and can begin developing their career path and course in life. The school seeks to provide challenging and rigorous courses which effectively prepare students for college and careers.

The vision is very similar to a college campus where students are responsible for their personal education and goal setting. Teachers, administration, and parents are there to motivate students to accomplish those goals.

Taylor County High School 2012 Student Acceleration by Class

Grade	Language Arts	Math	Science & Technology	Foreign Language	Virtual Campus	Social Studies	Total
9-12	238	124	29	4	4	178	577

Taylor County High School 2012 Student Acceleration by Class

Course	# Participants
Language Arts	111 English 73 AP English III 54 AP English IV
Mathematics	77 Math 26 AP Calculus 21 AP Statistics
Science & Technology	21 Science 8 Environmental Science
Foreign Language	4 AP Spanish
Virtual Campus	23 College Now courses for accelerated students
Social Sciences	3 Social Studies 47 AP US History 52 AP World Civilization 76 AP Government

Taylor County High School Students

- 18 students taking classes at Campbellsville University

- 10 students completed the State Registered Nurse Assistant (SRNA) Course at Campbellsville University and obtained their license
- 3 students are currently enrolled in the evening SRNA course at Campbellsville University
- 298 students enrolled in AP Courses
- 220 students will take AP exams in May
- 101 students enrolled in Honors Courses
- 105 students enrolled in Dual Credit Courses

The Class of 2013 (updated 2/6/13)

- 97 Graduates have earned a combined 1000 college hours
- 25 Graduates each have over 27 college credit hours
- Total Savings to parents = \$300 hour X 1000 hours = \$300,000

Taylor County Schools Virtual Program

- Presently serves 473 students
- 200 enrolled in Apex
- 219 enrolled in Novel Stars
- 32 enrolled in JCPS eSchool
- JCPS College NOW
 - 7 completed
 - 10 enrolled
 - 5 waiting to begin

The Virtual Program is essential to enable the district to provide both individualized education and anytime/anywhere learning for our students.

The Virtual Program also enables the school to enroll adults who are only a few credits away from graduation and want to earn their diploma. Currently there are seven adults enrolled in the program and one who has already graduated. The program allows adults to pursue their remaining credits from their home, online. The district receives no compensation from ADA funds, but is paid by the sincerity and appreciation of the adults who are able to meet, for some, a lifelong goal.

Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.

Taylor County School District has been providing innovative strategies to enable and empower our students to succeed for the past four years, beginning with the implementation, as set forth in Board Policy, of Performance Based Education (PBE) or Competency Based Education in the form of a Student Acceleration Policy (Attached).

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Taylor County School District has been implementing PBE, flipped classrooms, and many other innovative strategies for a number of years and it is was important to identify activities which are innovative to our district and changes which would enable us to provide enhanced educational opportunities to our students.

In order to maximize teacher/student input in the development of their application, Principal Higdon devised a competition and student assignment for everyone at the high school. Higdon sent an email to the English teachers stating the following:

"English Teachers: I need your help with an on-demand writing project aimed at gaining student input for the classrooms of innovation. Our district/school is looking for frameworks for innovative classroom settings. I challenge students to write something telling our administrators how they think the utopian classroom structure would look for them, (outside the box, but realistic). They will need to have in their mind that the required content standards must be covered in their derived settings, along with a system to show mastery of the standards in order for students to gain credit for the course. I don't want to put many more limits on this request, as I fear that I may limit their creativity. The submissions will be judged by the school administrators and \$100.00 will be awarded to the top choice and a drawing for another \$100 from the other eligible entries."

The following is a sample of the writing entries received, the two samples referenced here are attached in the Appendix section in full.

"...it is no secret that as humans we are all unique, which logically insinuates that the way students learn best is unique to the individual. ...The issue, however, is that teachers are forced to cover specific topics each day for the sake of staying on schedule. While one topic may be taught via lab experiments that appeal to visual learners, what about those who learn best by reading-or contextual learners? When students are forced to learn topics via methods that simply do not work for them, this is where knowledge retention, or the lack thereof, becomes a problem."

"The perfect classroom is no longer a dream; we now have the opportunities to see the vision of this learning environment in front of us and we now have a clear picture of how to create such an environment for students. For there to be perfection there must be hard work from students and from teachers, pushing each other to become better, well-rounded parts to a well-oiled machine that will fuel the working force of later years. Technology is a key aspect, but to strive to become as great as possible must also be in the equation."

This innovative idea to solicit input is a trademark of how the district utilizes the talents of our students and faculty to create solutions to problems which impact our ability to teach and learn. The idea also illustrates the confidence the administration has in the creative ability of our students and the value we place on their input. Examples of student input are attached to this application.

Design Team Member	Roles/Responsibilities
<u>DLT</u> Roger Cook, Superintendent Susan Kilby, Asst. Superintendent Troy Benningfield, Inst. Sup. Charles Higdon, HS Principal Tony Jewell, MS Principal Donna Williams, ES Principal Jeffrey Schuhmann, Grants Shannon Cox, KEA Rep.	Development of the DOI Application Communication of plan to stakeholders Approval of Plan by Board of Education Approval of Plan by SBDM
<u>SLT: High School</u> Charles Higdon, HS Principal DiAnne Harris, Asst. Principal Scott Franklin, Asst. Principal	Identification of current barriers at HS Identification of solutions to barriers Soliciting input from teachers and staff

Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.

Located in rural Kentucky, the Taylor County School District has a large number of students who are in poverty, as evidenced by the increasing free and reduced lunch population at the school.

Free and Reduced as of December 31, 2012

School:	Enrollment	Approved Free	Approved Reduced	% Free	% Reduced	Total %
as of December 31, 2012						
Taylor County High	872	367	83	42.09%	9.52%	51.61%
DISTRICT TOTAL:	2678	1285	292	47.98%	10.90%	58.89%

Poverty has been regarded as one of the most profound conditions adversely affecting child well-being (Hauser, Brown, & Prosser, 1997; Kamerman & Kahn, 1993). In 2006, approximately 12.3% of the U.S. population, or 36 million people, lived in poverty. In particular, poverty rates

for children under the age of 6 (20.7%) are significantly higher than the rates for any other age group (U.S. Census Bureau, 2007).

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Through discussion for this application, the SLT at Taylor County High School identified that the largest barrier for their children to learn was technology. However, the curriculum was still being delivered effectively and students were learning appropriately. They further identified that they lack the ability to provide students with adequate on the job training and instruction from outside professionals due to current requirements for professional certification. The EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction outside their current content/grade level certifications waiver seeks to remediate this barrier and enable the District to select outside professionals to provide real world instruction and career preparation skills to students.

The District has a number of students who are the sole source of income for their families, which often time will include extended family. Generational poverty in this area has become accepted by some families and those students who wish to break the cycle of generational poverty must gain employment which often makes attending school difficult. In order to enable anytime/anywhere learning, the Funding and state mandated test taking allowed upon course/grade completion waiver request will enable the school to offer courses to students who work during normal school hours.

The ability to adapt to the needs of every student will contribute to the success of those students who are working to break the cycle of generational poverty. These students realize education is the answer to breaking the cycle but must meet basic human needs before education can become a priority.

Barriers: Social Studies

Social Studies scores indicate an achievement gap for students at Taylor County High School. Students currently perform at the following levels as compared to the state average.

	% Novice		% Apprentice		% Proficient		% Distinguished		% P & D	
	District	State	District	State	District	State	District	State	District	State
HS	59.1	37.4	22.6	23.1	15.1	26.4	3.2	13.1	18.3	39.5

**Source 2011-2012 School Report Card*

Barriers: Rural Geography

Taylor County School District serves a student population in the center of Kentucky, and therefore, does not have access to many opportunities as would students who live around a metropolitan area. For example, the students are limited to college and vocational classes they can take because they must be offered at Campbellsville University, online, or at the local vocational school.

However, resources exist in the community to overcome these barriers. Taylor County School District must be enabled to utilize community experts who can relay real world information and skills to our students, in an instructional atmosphere, without obtaining Kentucky Teacher Certification or Vocational Certification.

Summary of Innovations/Waiver Requests, Table 1.

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Waiver #4	S.T.E.M. Classroom of Innovation	Will allow the district to assess based on standards mastered rather than Infinite Campus (IC) classification.
Waiver #5	Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out	Allow the district to tailor specific subjects to student interests and the student's service plan.

Attachment #9

Performance-Based Instruction

The Taylor County Board of Education seeks to provide an equal opportunity for all children to reach their maximum potential. District schools achieve this goal by operating as performance-based institutions. Students are accelerated based on their academic ability rather than chronological age.

Acceleration criteria includes:

- 1) 90th percentile or higher on the MAP assessment and AIMSweb;
- 2) proficient/distinguished on the state assessment or equivalent classroom performance (for those who move in from out-of-state or are in a grade which has not taken the state assessment);
- 3) parent/guardian approval for students who will be accelerated to content taught in another building. In addition, entrance and/or exit exams may be administered at the high school level for credit consideration. Exit exams may also be administered at the elementary and middle levels to determine grade level proficiency. Teacher input will be taken into consideration.

By challenging students to perform based on their mental capacity, teaching and learning can successfully focus on both rigor and relevance. This enables teachers to directly connect the Common Core to college and career readiness standards. In so doing, the board recognizes that failures and/or dropping out of school are not viable options in the successful transition to life.

Therefore, the BOE will not allow students to:

- 1) dropout of school;
- 2) fail classes and be held back; or
- 3) accept zeros for incomplete work.

A system of interventions facilitated by school administrators and counselors as well as a district dropout prevention specialist will target academically at-risk students.

Commonwealth of Kentucky

STATE SENATE

507 WEST MAIN STREET
LEBANON, KENTUCKY 40033

WORK: 270-692-3881

HOME: 270-692-6945

FAX: 270-692-1111

E-mail: jimmyhigdon@windstream.net



Jimmy Higdon

14th Legislative District

CAPITOL ANNEX RM. 204

702 CAPITOL AVENUE

FRANKFORT, KY 40601

(502) 564-8100, Ext. 623

MESSAGE LINE: 800-372-7181

E-mail: jimmy.higdon@lrc.ky.gov

April 26, 2013

Mr. David Cook, Director
Division of Innovation and Partner Engagement
500 Mero Street, First Floor CPT
Frankfort, KY 40601

Dear Mr. Cook,

I am writing in support of Taylor County School District's application to become a District of Innovation. The school is already an innovative district and leads our region and the state with:

- The state's only fully functioning Pre-K thru 12 Performance Based Education System
- 0% Dropout Rate for four years
- 1 of only 35 Proficient Districts in the State

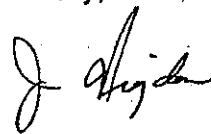
The requests in their application, as outlined below, will enable them to continue to provide the delivery of education our students need, and deserve. Individualized education is the key to college and career readiness and the future success of any community.

Waiver #1: Funding and state mandated test taking allowed upon course/grade completion.	Essential for individual learning plans and mimics the "real world" where work and college are completed outside traditional hours.
Waiver #2: Support for Early College	Enables all students, regardless of income, to begin preparing for and completing their college work.
Waiver #3: EPSB Certification Modifications to allow credits from certified professionals and to allow teachers to provide instruction	Prepares students with experiences, critical thinking skills, and soft skills that employers are searching for.

outside their current content/grade level certifications	
Waiver #4: S.T.E.M. Classroom of innovation	Will allow the district to assess based on standards mastered rather than Infinite Campus (IC) classification.
Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out	Allow the district to tailor specific subjects to student interests and the student's service plan.

I encourage you to award Taylor County School District with this status which will enable them to continue to lead the state in the preparation of our young people to be college and career ready, productive members of society, and the future leaders of our nation.

Sincerely,



Jimmy Higdon
State Senate

TAYLOR COUNTY BOARD OF EDUCATION

1209 East Broadway
Campbellsville, KY 42718
Phone (270) 465-5371
Fax (270) 789-3954

ROGER D. COOK
Superintendent

"Every Child, Every Day"

April 30, 2013

Mr. David Cook
Office of Guiding Support Services
Director of Innovation and Partner Engagement
500 Mero Street, 1st Floor CPT
Frankfort, KY 40601

Dear David,

I hope this letter finds you well and covered in a sea of innovative grant applications. This District of Innovation initiative is going to change the face of education in Kentucky and will distinguish us as a leader throughout the nation.

Please find the Taylor County School District's application attached. Without question, we feel we have already proven ourselves as innovative leaders. The waiver requests and justifications, when approved, will significantly further our commitment to anytime/anywhere, individualized student learning and move us closer to having a performance-based school system that truly offers an optimum educational experience for twenty-first century learners ready for any college or career.

You have known me for quite some time and understand that my commitment to innovation and outside-the-box thinking is central to my educational philosophy. Eight years ago, I accepted my first superintendent's position with Russellville Independent Schools. As their instructional leader, I helped transform their program of studies into a system centered on performance-based education. I am now in my eighth year of challenging students with content connected to mental ability rather than chronological age. During my four years at Russellville (a school district with high minority and poverty rates), we were able to raise test scores from the bottom of the state to the top thirty. I sincerely believe this was due to the empowerment of students and their ability to control how fast they moved through our curriculum. Their level of increased achievement even led to several national presentations.

To understand how passionate I am, one must know my unique life experience. Simply put, my public school experience saved me. Coming from a family of ten where only my younger sister and I graduated from high school, I am keenly aware of the importance of the completion of one's education. By age ten, my siblings and I lived with my mother in a government housing project. My father was an alcoholic and was never around due to being in prison, along with two of my brothers. I felt the pain of poverty, and I felt the shame of being stigmatized. I was on the verge of expulsion or possibly quitting school during my freshman year because I was a bitter young man. Thanks to a great friend, a caring principal, and a football coach who took me under his wing I was given a different outlook as to the importance of education. To that end, I am determined ALL students will have an experience offering every possible opportunity. I have had four straight years of zero dropouts at Taylor Count

Eddie Rogers
County Judge/Executive
judgeexec@taylorcounty.us

Magistrates:

James Jones - 1st Dist.
John D. Gaines - 2nd Dist.
Tommy Corbin - 3rd Dist.



Melissa W. Williams
County Treasurer
treasurer@taylorcounty.us

Magistrates:

Matt Pendleton - 4th Dist.
Edward R. Gorin - 5th Dist.
Richard A. Phillips - 6th Dist.

OFFICE OF THE JUDGE/EXECUTIVE

203 N. Court St., Suite 4
Campbellsville, Kentucky 42718
270-465-7729 • Fax: 270-789-3675
www.taylorcounty.us

6 March 2013

Mr. David Cook
Director of Innovation and Partner Engagement
Division of Innovation and Partner Engagement
500 Mero St., 1st Floor CPT
Frankfort, KY 40601

Dear Mr. Cook,

I am writing in support of Taylor County School District's application to become a District of Innovation. The school is already an innovative district and leads our region and the state with:

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The requests in their application, as outlined below, will enable them to continue to provide the delivery of education our students need, and deserve. Individualized education is the key to college and career readiness and the future success of any community.

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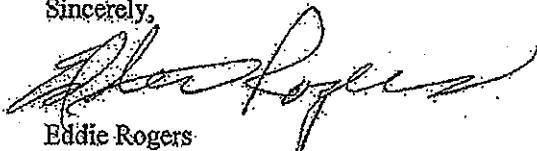


Equal Opportunity Employer M/F/D

Waiver #4: S.T.E.M. Classroom of Innovation.	Will allow the district to assess based on standards mastered rather than Infinite Campus (IC) classification.
Waiver #5: Allow flexibility to state mandated graduation requirements for those students who are at risk of dropping out	Allow the district to tailor specific subjects to student interests and the student's service plan.

I encourage you to award Taylor County School District with this status which will enable them to continue to lead the state in the preparation of our young people to be college and career ready, productive members of society, and the future leaders of our nation.

Sincerely,



Eddie Rogers
Taylor County Judge Exec.



TONY YOUNG
MAYOR

OFFICE OF THE MAYOR
CITY OF CAMPBELLVILLE
110 South Columbia Ave., Suite B
Campbellsville, KY 42718

Phone: (270) 465-7011
Fax: (270) 789-0251
Email: mayor@campbellsville.us

6 March 2013

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Division of Innovation and Partner Engagement
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Frankfort, KY 40601

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TONY YOUNG
MAYOR

OFFICE OF THE MAYOR
CITY OF CAMPBELLVILLE
110 South Columbia Ave., Suite B
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Sincerely,

Tony Young
Mayor

